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ABSTRACT

In 1974, the State of Maryland developed its plan for the desegregation of post secondary educational institutions. In this report the progress of desegregation in the State's colleges and universities is described. Major desegregation efforts since 1974 are reviewed, with an emphasis on recent fiscal developments. Major activities undertaken by the State Board of Education in support of the integration plan are summarized for the year prior to the report's publication. These activities include programs for minority students, faculty and administrator exchange programs, reviews of legislation, and evaluative and descriptive reports on the impact of desegregation. The resources utilized for implementing the plan in the public institutions and agencies of higher education are discussed. Appropriations of funds and personnel for fiscal 1978 are shown in statistical tables. Midyear desegregation status reports are presented for 30 community colleges, four year colleges, and universities. Appendices include detailed information on specific programs, legislation, policy statements and administrative procedure, and proposed programs. (GC)

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EQUAL EDUCATIONAL OPPORTUNITY

THIRD MIDYEAR DESEGREGATION STATUS REPORT

for Public Postsecondary Education Institutions in the STATE OF MARYLAND

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for HIGHER EDUCATION

JULY 1977

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Sheldon H. Knorr

The Honorable Marvin Mandel
Governor
State of Maryland
Executive Department
Annapolis, Maryland 21401

Dear Governor Mandel:

The State Board for Higher Education is pleased to present the Third Midyear Desegregation Status Report for Public Postsecondary Education Institutions in the State of Maryland. Included in the Report are descriptions of the progress of several statewide programs for which your administration and the 1976 General Assembly provided initial funds in Fiscal Year 1977, and expectations concerning the future progress of the program.

Sincerely,

Sheldon H. Knorr
Commissioner

16 Francis Street
Annapolis, Maryland
21401
(301) 269-2971

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Mr. Harry K. Wells
Chairman
State Board for Higher Education
Jeffrey Building
16 Francis Street
Annapolis, Maryland 21401

Dear Mr. Wells:

On behalf of the State Board for Higher Education's Equal Educational Opportunity Committee, I am pleased to present the Third Midyear Desegregation Status Report. By way of introduction to the materials and information contained in the Report, I have provided an Overview Chapter (Chapter I), outlining the major activities of the Equal Educational Opportunity Committee and highlighting some of the more important results of programs implemented or studies completed by the Board over the past year.

I would like to express my appreciation to the members of the Board for their continued support of this Committee's efforts to ensure equal educational opportunity for all citizens of the State in pursuing their educational goals.

Sincerely,

Henry C Welcome

Henry C. Welcome, M. D.
Chairman
Equal Educational Opportunity
Committee

16 Francis Street
Annapolis, Maryland
21401
(301) 269-2971

THIRD MIDYEAR DESEGREGATION STATUS REPORT
FOR Public Postsecondary Education Institutions
in the STATE OF MARYLAND

July 1977

State Board for Higher Education

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CHAPTER I

CHAPTER I

Overview of State Equal Opportunity Activities

Since 1974, when the State developed its plan for the desegregation of postsecondary education institutions, the State Board for Higher Education has been responsible for coordinating its implementation. During this past year, desegregation activities have continued, although the status of the State's plan is currently in doubt pending court action.* This chapter is a review of the major desegregation efforts of the State during the three years the Plan has been in effect with emphasis on developments during the past fiscal year. For most of these efforts, detailed information is provided in Chapter II.

DATA COLLECTION AND ANNUAL DESEGREGATION STATUS REPORTS. The State Board has established a large-scale data collection system in order to have data available on which to base planning and evaluation of equal opportunity activities. Data for equal opportunity purposes have been collected from each school during the fall in conjunction with other surveys conducted for State purposes and various other federal reporting requirements. The data collected has been published each February as the Annual Desegregation Status Report, which is widely distributed to institutions, State agencies and public libraries. This report provides data for each institution by race and sex, concerning students, faculty, other employees, and governing Board members. Three such annual reports have been published since development of the Plan.

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*The Department of Health, Education and Welfare threatened administrative action against the State in 1975. The State sought and obtained an injunction against such action. Federal Judge Edward S. Northrop ruled on March 8, 1976 that DHEW must discontinue administrative enforcement proceedings against the State of Maryland. This order will apply until DHEW has indicated which specific postsecondary education programs are not in compliance with Title VI of the Civil Rights Act of 1964, and until the Department has made an attempt to obtain voluntary compliance in each of the specified program areas. This decision has been appealed by DHEW to the 4th Circuit Court of Appeals.

In order to improve the timeliness, accuracy, and usefulness of the data collected by the Board, plans were finalized during the past year for a system by which institutions will submit to the State Board for Higher Education required enrollment information for each student on computer tape. By Fall, 1978, this system will completely replace the one currently in use, which requires a great deal of manual processing and which limits the analysis that is possible.

MIDYEAR DESEGREGATION STATUS REPORTS. The purpose of the midyear reports is to provide analysis and evaluation of State and institutional desegregation activities. This report is the third such report issued by the State.

OTHER RACE GRANT PROGRAM FOR GRADUATE AND PROFESSIONAL STUDENTS. In order to increase access to graduate and professional education for minority students and at the same time to increase the presence of other race students at these levels, this program has been implemented by the State Board for Higher Education. Similar programs for undergraduate students are based at the institutional level. Under this program, 74 graduate and professional students received an average of $810 each for the 1976 academic year. A study of these recipients revealed that one-third felt they would not have been able to enroll were it not for the grant. The number of students receiving grants under this program is expected to rise to 225 per year in two years.

OTHER RACE INTERNSHIP PROGRAM. While the focus of the Other Race Grant Program is to increase educational opportunities for students, the Internship Program has as its goal the enlargement of the pool of experienced minority candidates for employment in institutions of higher education. Under this program, the State Board for Higher Education has provided a $10,000 stipend to twelve individuals to work in public institutions of higher education in the State. Planning is currently underway to expand this program to internships in industry. It is expected that this approach will double the number of internships available for the coming year.

FACULTY AND ADMINISTRATOR EXCHANGE PROGRAM. This program was designed to increase other race employment presence in public institutions. The program was intended to identify pairs of faculty members or administration who were willing to exchange jobs for an academic year. This program has not been as effective as desired during its first year of operation due mainly to administrative difficulties and problems resulting from the movement of key personnel from their permanent positions. However, the program appears to have potential and it is planned that it will include part-time employees also during the upcoming year.

CENTRAL PLACEMENT BUREAU. The Bureau was designed to increase opportunities for employment of other race personnel in public institutions of higher education by increasing candidate knowledge about positions available and by providing institutions with listings of candidates and their qualifications. The Bureau advertised in the Chronicle of Higher Education for persons seeking employment in institutions of higher education to apply to be listed by the Bureau. Three times a year, the Bureau prepares an extensive candidate listing which is forward to each public institution. This past year, nearly 700 candidates were listed by the Bureau. In addition, the Bureau prepares listings of job openings throughout the year at Maryland public institutions. These listings are sent to institutions and to parties requesting them. Almost 200 vacancies were listed through the Bureau during the past year.

AFFIRMATIVE ACTION REPOSITORY. The State Board has established a repository for affirmative action plans and progress reports for public institutions in the State. This repository is utilized by institutions for reference purposes when developing plans and updating old ones.

DESEGREGATION IMPACT STATEMENTS. The State Board requires that all institution proposals for new programs and facilities be accompanied by an analysis of the likely impact of the proposal on desegregation efforts. Review of these statements by the Board not only helps to ensure that new programs and facilities will not have an adverse desegregation impact but also increases the attention given to desegregation issues at the institutional level.

ACCOUNTING FOR DESEGREGATION RESOURCES. A budgeting format has been developed which specifies the funds used for desegregation personnel and operating expenses at each institution. Prior to development of this format, it was difficult to estimate accurately the levels of funding devoted to desegregation. The new format not only provides information about levels of expenditures but has also resulted in uniform definitions of exactly what types of activities are to be considered desegregation activities.

INFORMATION FOR HIGH SCHOOL SENIORS. The State Board, in cooperation with the State Department of Education, has begun a program for systematically supplying graduating seniors with information about postsecondary education opportunities and financial aid in the State of Maryland. This past fall, an information package was distributed to about 50,000 high school seniors. It is hoped that this program will aid seniors in making decisions about attending institutions of higher education on the basis of knowledge about programs and aid available rather than on the basis of race.

ANALYTIC STUDIES. Three studies were carried out utilizing the information collected by the State Board for Higher Education data system. The studies dealt with the impact of program duplication on desegregation; retention on progression rates for students in public institutions; and, the potential for graduate and first professional enrollment of black students by field of study. Summaries of these studies are provided in Chapter II.

IMPACT OF STATE EQUAL EDUCATIONAL OPPORTUNITIES

Student Composition (Undergraduate Students)

The goal of increasing the proportion of black students in the full-time undergraduate student population has been realized. In 1970, 13% of all students enrolled were black; this year there are 22% black students enrolled. Maryland's population is 20% black. In 1970 only 22% of the black students enrolled were in the predominantly white institutions - today 39% are enrolled in the predominantly white institutions. The actual number of black students in predominantly white institutions has increased from 1,945 to 7,142 - more than a three-fold increase.

Student Composition (Graduate and Professional School Students)

Predominantly white graduate and professional schools have not attracted a larger proportion of full-time black students since 1974 when such records were first kept. The total number of black graduate students in these schools was 444 (6.8% of the total enrollment) in 1974 and was 448 (6.6%) in fall 1976.

Other Race Recruitment

The State Board for Higher Education has begun a program for systematically supplying graduating seniors with information about postsecondary education opportunities and financial aid in the State of Maryland. This past fall, an information package was distributed to about 50,000 high school seniors. The Board has also identified the potential for graduate and first professional enrollment of black students by field study.

Financial Aids

Seventy-four (74) new graduate and professional students received an average of $810 each for the 1976 academic year. The number of students receiving grants under this program is expected to rise to 225 per year in two years.

Employment Composition

There has been little progress in the integration of faculty and administrative staffs at the predominantly white public institutions. The recruitment of new faculty and staff has been the responsibility of each institution. Less than 3% of the faculty and 7% of the administrative staff in these institutions are black. On the other hand, about half of the faculty and one third of the administrators in the predominantly black institutions are other race.

The State Board for Higher Education instituted the following three programs a year ago. In order to enlarge the pool of experienced minority candidates for employment in institutions of higher education, the State Board has placed 12 interns at $10,000 each in public institutions. The Board has referred approximately 700 employment candidates to the public higher education institutions and has posted almost 200 employment vacancies. The Board was able to arrange two pairs of faculty exchanges: one exchange of faculty members from the Departments of Physics at the

University of Maryland-College Park and Morgan State University; and, one exchange of Communications Media Specialists between Essex Community College and Morgan State University.

Administrative Coordination

The State Board has established a repository for affirmative action plans and progress reports for public institutions in the State. This repository is utilized by institutions for reference purposes when developing plans and updating old ones. The State Board has established a large-scale data collection system in order to have data available on which to base planning and evaluation of equal opportunity activities. This report provides data for each institution by race and sex, concerning students, faculty, other employees, and governing Board members. Three such annual reports have been published since development of the Plan.

Program Coordination

The State Board for Higher Education has completed a study of the "Impact of Academic Program Offerings on the Desegregation Process of the Maryland Postsecondary Education Institutions" and has recommended that the report be made available to the Maryland educational community in order that minority students might be advised of the academic programs available and employment opportunities. The purpose of the study was the examination of duplication of academic programs and its possible impact on student desegregation. It was found that some limited duplication of academic programs exist and that unique academic programs per se do not attract other race students. It may be that other factors, such as institutional reputation, convenience, and financial consideration, may be of greater influence in attracting other race students.

Retention - Progression (Undergraduate Students)

The Board has completed a study of the retention and progression rates of undergraduate students by race which will be useful for planning services to students and advising students. Overall, similar percentages of black and white 1974 freshmen returned to the Maryland public higher education institutions for the Fall 1976. Of the 1974 freshmen who did not return for the Fall of 1976, more black students than white students did not return due to academic failure. Black students who entered as full-time freshmen in 1974 and returned for the Fall 1976, progressed to third year status at a lower rate than white students.

CHAPTER II

CHAPTER II

SUMMARY OF DESEGREGATION ACTIVITY OF THE STATE BOARD FOR HIGHER EDUCATION

This chapter summarizes in detail major activites by the State Board for Higher Education in support of the State Desegregation Plan.

OTHER RACE GRANT PROGRAM FOR GRADUATE AND PROFESSIONAL SCHOOL STUDENTS

The Other Race Grant Program is designed to attract graduate and professional school students to institutions in which their race is in the minority. A similar program for undergraduate students is administered by the institutions. Funds appropriated for these undergraduate programs are indicated in Chapter III. The State appropriated $60,000.00 for implementation of the Other Race Grant Program for Graduate and First Professional Students beginning in the 1976-77 academic year. First-time students who plan full-time studies, hold Maryland residence requirements and have demonstrated financial need are eligible for an Other Race Grant.

Distribution of grants to the segments was determined by the Board's (then the Maryland Council for Higher Education's) Desegregation Committee to approximate the percentage of other race, full-time graduate student enrollment and to reflect the relative need for monies to recruit other race students.

As a result of funds available to students under this program, seventy-four (74) students were assisted in pursuing graduate or professional school studies. Distribution of students and funds by segment during the 1976-77 academic year was as follows:

	TOTAL FUNDS	STUDENTS	AVERAGE AWARD
University of Maryland	$32,047.15	38 students	$843.00
State Colleges and Universities:	22,230.50	27 students	$823.00
Morgan State University	5,684.50	9 students	$632.00
TOTALS:	$59,962.15	74 students	$810.00

Of that total, 16 students (22%) were white and 58 students (78%) were black. Seven students (2 white and 5 black) who enrolled during the first semester did not return for the second semester. A follow-up study on the reasons for attrition will be made shortly.

The State Board for Higher Education conducted a random survey of students who received Other Race Grants during the academic year, to help determine the impact of the program and to invite comments from the students receiving the grants. A copy of the survey questionnaire is attached in Appendix A. Two-thirds of the students surveyed responded to the questionnaire: 41% of the respondents indicated that they had chosen the institution in which they enrolled because of both the program and the availability of Other Race Grant funds; 36% responded that the program offering was the primary reason for choosing the institution; and, 23% replied that the availability of grants was the most important consideration. Many of the respondents also stated other reasons for attendance, including proximity of the institution to their homes, professors and friends, and undergraduate attendance at the college or university where they chose to enter graduate or professional schools.

The amount of grants money allocated to individual students varied from institution to institution, according to differing fee schedules and the particular needs of the student, with an average grant of $810 for the academic year. Guidelines for the distribution of Other Race Grants were developed by the State Board for Higher Education, the Segment Boards and the institutions. The Guidelines for awarding the Grants are contained in Appendix B.

The State has allocated an additional $60,000 for FY 1978 for continuing support of the Other Race Grants Program for Graduate and Professional School Students. This brings the total amount available to graduate and professional school students to $120,000, providing continued support to those students who received grants for the 1976-77 academic year as they pursue their graduate and professional degrees, and providing funds for assistance to new, first-time, full-time students enrolling in the 1977-78 academic year.

MINORITY/OTHER RACE INTERNSHIPS PROGRAM

The Minority/Other Race Internships Program is designed to increase the number of minority/other race faculty and administrators in the State's public postsecondary education institutions, and to develop a pool of experienced personnel eligible for consideration for full-time positions in the public postsecondary institutions. The State allocated $120,000 for the establishment of twelve internships at $10,000 each per year during Fiscal Year 1977. The State Board for Higher Education received names of candidates for the internships from those institutions in the State which offer graduate and professional school programs, and also obtained listings from all the public postsecondary institutions of those priority areas in which the institutions have experienced difficulty in recruiting and hiring minority/other race individuals for faculty and administrative positions. Twelve interns were selected by the Selection Committee for the Minority/Other Race Faculty and Administrator Internships Program. The report of that Committee is attached at Appendix C.

The twelve SBHE Interns have been serving in nine public postsecondary institutions throughout the State in a variety of teaching and administrative positions. Duties, responsibilities and supervision for each intern are set forth by the host institution. Institutions which received one or more interns for Fiscal Year 1977 were: The University of Maryland - College Park (3), The University of Maryland - Baltimore County (1), University of Maryland - Baltimore City (2), Bowie State College (1), Towson State University (1), Morgan State University (1), University of Baltimore (1), Anne Arundel Community College (1), and Montgomery College - Rockville Campus(1). Profiles of the Interns and brief descriptions of their Internship duties were highlighted in both the November, 1976 and February, 1977 Central Placement Bureau Candidate Listings, and articles on the program and the Interns appeared in the 1976 October and November issues of the SBHE RECORD (Appendix D).

In April each Intern was requested to submit a brief report to the State Board for Higher Education discussing the internship and the services which each provided to the institution during the year. A summary of each Intern's final report is contained in Appendix E .

The State has allocated $170,000 in Fiscal Year 1978 for the establishment of Internships. It is anticipated that fourteen (14) Internships will be established during Fiscal 1978. The State Board for Higher Education is in the process of selecting and matching candidates with institutional needs, and will attempt to place interns in institutions which have not yet received one and to include as many of the public higher education institutions as possible. As in Fiscal Year, 1977, candidates for Internships must meet Maryland residency requirements, must be current full-time Master or Doctoral level students, and, if Master level students, must be scheduled to receive their degrees during the 1976 Spring or summer academic term. It is expected that the majority of the candidates will be at the doctoral level.

THE CENTRAL PLACEMENT BUREAU

The Central Placement Bureau is designed to assist the institutions in recruiting other race employees. The Central Placement Bureau provides institutions with information about persons who are seeking faculty and/or administrative positions in Maryland. Initially listings of candidates were forwarded to each institution each February and November. Due to the high response rate to the Central Placement Bureau by candidates, an additional listing of candidates is now being published in May of each year.

Participation in the Central Placement Bureau is voluntary on the part of applicants and institutions. The Bureau does not collect resumes or participate in any negotiations involved in the recruitment and hiring process. An institution interested in interviewing a candidate will contact the person directly. Additionally, as position vacancies are received from the institutions, they are published in a timely manner to ensure that interested candidates may submit applications and resumes well before the stated deadlines. Four hundred eighty-two (482) candidates for faculty and two hundred twelve (212) candidates for administrative and staff positions were listed in the November 1976, February and May 1977 issues of the Bureau. One hundred seventy-four (174) current vacancies were reported by the institutions from November 1976 through May 1977. (CPB application, Appendix F).

NUMBER OF APPLICANTS DESIRING FACULTY POSITIONS

	Black	Asian, Hispanic	White	Unknown	Other	Total
MALE	30	25	212	3	6	276
FEMALE	33	13	157	1	2	206
TOTAL	63	38	369	4	8	482

NUMBER APPLICANTS DESIRING ADMINISTRATIVE/STAFF POSITIONS

	Black	Asian, Hispanic	White	Unknown	Other	Total
MALE	29	13	49	0	1	92
FEMALE	27	4	89	0	0	120
TOTAL	56	17	138	0	1	212

NUMBER OF VACANCIES REPORTED BY INSTITUTIONS

	Administrative/Staff	Faculty	Total
Community Colleges	7	18	25
State Colleges	7	43	50
University of Maryland	29	70	99
TOTAL	43	131	174

FACULTY AND ADMINISTRATOR EXCHANGE PROGRAM

The Faculty and Administrator Exchange Program provides a mechanism for two or more institutions to mutually exchange other race faculty and administrators. The role of the State Board for Higher Education in this program is to receive applications from individuals wishing to participate in this program and forward them to prospective host institutions. Exchanges are arranged for one semester or one year, and participants receive a stipend of $500.00, plus travel expense incurred during the exchange period. Administrative details of the program are at Appendix G.

Institutions involved in the Faculty and Administrator Exchange Program to date are: Anne Arundel Community College, Catonsville Community College, Community College of Baltimore, Essex Community College, Frederick Community College, Hagerstown Community College, Montgomery College, Prince George's Community College, Bowie State College, Frostburg State College, Coppin State College, Towson State University, The University of Baltimore, Morgan State University and the University of Maryland.

For the 1977 Spring semester, the State Board for Higher Education was able to arrange two pairs of exchanges: one exchange of faculty members from the Departments of Physics at the University of Maryland-College Park and Morgan State University; and, one exchange of Communications Media Specialists between Essex Community College and Morgan State University. These individuals were Dr. Nathan S. Wall, Professor of Physics, University of Maryland; Dr. Robert Dixon, Professor of Physics, Morgan State University; Ms. Judith R. Max, Media Services Specialist, Essex Community College; and Mr. William Anderson, Assistant Director, Communications Center, Morgan State University. The participants indicated that the exchange experience has been beneficial in two respects: first, as a meaningful personal experience, and secondly, as a means of establishing inter-departmental and inter-institutional lines of communication. Each participant was asked to file a report at the end of the exchange.

Copies of (or abstracts of) the final reports of the exchange participants are attached at Appendix H.

THIRD ANNUAL DESEGREGATION STATUS REPORT

The Board has prepared the State's Third Annual Desegregation Status Report for transmittal to the Governor of the State of Maryland, consisting of data collected from the institutions and segment boards. Following are highlights for full-time undergraduate and graduate enrollments.

The predominantly white community colleges, state colleges and campuses of the University of Maryland have attracted increased proportions of black students between 1970 and 1976 (3.4% - 9.9%). It appears very likely that these institutions will reach the projected ranges of the 13-14% black students by 1980 (as indicated in the State's Desegregation Plan). Eleven of the 20 reporting, predominantly white institutions have already reached or exceed their 1980 projected ranges of black student enrollment. These are: Allegany, Catonsville, Cecil, Dundalk, Essex, Hagerstown, Harford and Howard Community Colleges; Frostburg State College; University of Baltimore; and the University of Maryland at Baltimore County.

The percentage of white undergraduate students in the predominantly black institutions between 1970 and 1976 has remained relatively constant (9.7% vs 9.5%). The actual numbers of white students in the predominantly black institutions increased during this period but so did the black enrollments of these institutions. In recent years, however, Bowie State College and the University of Maryland-Eastern Shore have experienced declining enrollments. The total percentage of black undergraduates enrolled in all Maryland public postsecondary institutions is approximately 22% -- a percentage slightly higher than that of the black population in the State. Selected statistical tables showing trends in racial composition of full-time undergraduates for the period 1974-1976 are contained in Appendix I-1 and I-2.

IMPACT OF ACADEMIC PROGRAM OFFERINGS ON THE DESEGREGATION PROCESS OF THE MARYLAND POSTSECONDARY EDUCATION INSTITUTIONS

The purpose of the study was the examination of duplication of academic programs and its possible impact on student desegregation. The results of this study will be useful to the State Board for Higher Education in developing guidelines and a rationale for the approval of academic program proposals.

Both predominantly black and white institutions offer academic programs broadly reflective of the liberal arts. Each student is required to have a minimum of credits in the Humanities, Social Sciences, Mathematics, and Sciences in addition to their major area of concentration in order to meet graduation requirements. The overall curricula in both the predominantly black and white institutions reflects the liberal arts philosophy of American education, which is the preparation of students to assure full and productive citizens through the knowledge of their culture and heritage and the development of analytical and vocational skills.

The State Board for Higher Education has the authority to coordinate program cooperation among all institutions in the State. The Board examines proposed academic programs in view of the objectives of the State's desegregation plan and permits minimal duplication of academic programs as part of its effort to encourage the best utilization of educational resources and to discourage excessive competition.

Methodology

Academic Program Offerings

Academic programs, as used in this study, are programs leading to a degree in a particular academic disipline (e.g. Associate Arts, Bachelors, Masters, Doctoral). The Fall 1975 Higher Education General Information Survey (HEGIS) was used to categorize the academic programs offered by the public and private Maryland institutions.

Data

The enrollment data of black students in academic programs at the predominantly white institutions and at the predominantly black institutions were obtained from the First and Second Annual Desegregation Status Report.

Analysis

The enrollment of black students in each academic program was compared with the racial composition of the total student body at each institution to determine if program enrollment was racially representative of institutional enrollment. This analysis permitted identification of any programs which had a racial mix of students which differed significantly from the racial composition of the institution as a whole.

FINDINGS

1. The following core undergraduate academic programs are widely available in the four year and university level public and private Maryland institutions of higher education:

1. Biology (0401)**
2. Chemistry (1905)
3. Economics (2204)
4. English (1501)
5. History (2205)
6. Mathematics (1701)
7. Philosophy (1509)
8. Political Science (2207)
9. Physics (1902)
10. Psychology (2001)
11. Sociology (2208)
12. Fine Arts (1001-2)
13. Music (1004-5)

2. The duplication of other undergraduate academic programs are primarily between Morgan State University and Towson State University in the Greater Metropolitan Baltimore Region; between Salisbury State College and the University of Maryland-Eastern Shore on the Eastern Shore; and between Bowie State College and the University of Maryland-College Park in the Greater Metropolitan Washington Region.

The following programs account for most of the duplication:

1. Business Administration (0506)
2. Elementary Education (0802)
3. Pre-Elementary Education (0823)
4. Art Education (0831)
5. Dramatic Arts (1007)
6. French (1102)
7. German (1103)
8. Spanish (1105)
9. Religious Studies (1510)
10. Social Science (2201)
11. Geography (2206)

3. Master level programs are rarely duplicated among the public postsecondary educational institutions within the major regions of the State (i.e., the Greater Metropolitan Baltimore Region, the Eastern Shore Region, the Southern Maryland Region, the Greater Metropolitan Washington Region, and Western Maryland).

**Numbers in parentheses refer to HEGIS program area.

4. Doctoral level programs are generally not duplicated by the public postsecondary educational institutions in the State.

5. Black students tend to enroll at higher than expected rates in general social sciences, education and two-year data processing programs whether these were duplicated or unique programs. They tend to enroll at lower than expected rates in engineering, physical sciences, and biological science programs regardless of duplication or uniqueness. Blacks tended to follow these enrollment patterns regardless of the predominant race in the institution under study.

It, therefore, appears that unique academic programs per se do not attract other race students. In other words, unique programming is not sufficient influence to attract other race students. It may be that other factors, such as institutional reputation, convenience, and financial consideration, may be of greater influence in attracting other race students.

Note: Full study available on request from the State Board for Higher Education.

ASSESSMENT OF RECRUITMENT STRATEGIES FOR OTHER RACE GRADUATE AND FIRST-TIME, FULL-TIME PROFESSIONAL SCHOOL STUDENTS*

Present Recruitment Strategies**

The recruitment of other race graduate and professional school students varies according to the role and mission of the institutions. The University of Maryland system includes the following campuses that offer graduate and/or first professional programs: Baltimore City, Baltimore County, and College Park. The University of Maryland system offers Master's, Doctoral, and First-Professional Degrees. A comprehensive array of graduate and professional programs are offered by the University of Maryland system. Nearly all of the graduate and first professional students in public institutions pursuing full-time studies are enrolled in the University of Maryland system. The State Universities and Colleges offer graduate programs at the Master's level; in addition the University of Baltimore Law School offers a first professional degree program in Law. Of the students in the State Universities and Colleges who have reported their major field, most are enrolled in the major field of Education. The large majority of graduate students enrolled in the State Universities and Colleges are pursuing part-time studies.

At the State Universities and Colleges, graduate school administrators are responsible for recruitment. Recruitment activities include visiting undergraduate institutions, visiting the annual convention of the Maryland State Teacher's Association, and advertising course offerings by means of newspapers, radio, and television. The State Universities and Colleges recruit mainly in-State.

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*Other Race refers to the racial minority group, i.e., blacks in the predominantly white institutions and whites in the predominantly black institutions. (Source - State Desegregation Plan)

**A detailed report is available for each institution from the State Board for Higher Education upon request.

The University of Maryland system employs specific strategies for the recruitment of other race students. At least one staff person or committee of each campus is involved directly in the recruitment of other race students. Recruitment activities include visiting undergraduate institutions, attending conferences, and advertising in the newspapers, radio, and television. Faculty, governmental installations, professional associations and businesses and civic leaders are utilized to identify potential other race graduate and first professional school candidates. Special workshop sessions are held for other race students to encourage them to continue their studies and to provide information on graduate and professional school financial aids. The University of Maryland system recruits on both an in-State and out-of-State basis.

The materials used in the recruitment of graduate and first professional school students typically include catalogs, bulletins and individual brochures which include admissions and financial aid information. Several graduate departments, schools, institutes and centers and professional schools of the University of Maryland system have developed special brochures designed for use by minority students.

Bachelor Degrees Awarded and First-Time Graduate Enrollments

Table I indicates the numbers and percentages of black students who received bachelors degrees in various fields of study from Maryland public institutions during FY 1976. Also shown are the numbers and percentages of black students enrolled as first-time graduate students (masters and doctoral programs) in the State's public institutions for fall, 1976. The percentages of black degree recipients and first-time black graduate students cannot be compared because it is not possible to determine how many of the same students fall into both groups. However, the percentages can be interpreted as indicating that there is a good deal of variation in interest among black students, at both the undergraduate and graduate levels, in different fields of study. Also, those fields in which there is relatively high black student interest at the undergraduate level tend to be those in which there is relatively high interest at the graduate level. Therefore, to the extent that institutions wish to establish goals for black enrollment in graduate school, consideration should be given to the variation in black interest among various fields in order that realistic expectations for recruitment can be established.

TABLE I

NUMBERS AND PERCENTAGES OF BLACK STUDENTS BY FIELD OF STUDY BACHELORS DEGREES AWARDED AND FIRST-TIME GRADUATE STUDENTS MARYLAND PUBLIC INSTITUTIONS

Field of Study	Bachelors Degrees Awarded Fiscal Year 1976		First-Time Graduate Enrollment Fall, 1976	
	Black	Total	Black	Total
Agriculture	4 (1.5%)	263	2 (2.9%)	70
Area Studies	0 (0.0%)	59	1 (5.9%)	17
Biological Sciences	61 (9.1%)	672	1 (0.7%)	138
Business & Management	250 (13.8%)	1,811*	46 (15.3%)	300*
Communications	18 (6.1%)	295	2 (9.5%)	21*
Computer Sciences	8 (9.6%)	83	0 (0.0%)	48
Education	452 (21.0%)	2,151*	141 (22.9%)	617*
Engineering	4 (1.5%)	263	3 (2.3%)	132
Fine And Applied Arts	24 (6.9%)	346	6 (11.5%)	52*
Foreign Languages	15 (13.5%)	111*	1 (5.0%)	20
Health Professions	91 (9.2%)	991	11 (9.0%)	122*
Home Economics	32 (10.6%)	303*	4 (11.1%)	36*
Letters	65 (12.7%)	511*	3 (5.6%)	54
Mathematics	43 (19.1%)	225*	5 (8.9%)	56*
Physical Sciences	14 (7.6%)	184	0 (0.0%)	98
Psychology	80 (11.2%)	716*	8 (14.5%)	55*
Public Service	99 (33.2%)	298*	64 (21.5%)	298*
Social Sciences	326 (18.3%)	1,786*	16 (8.3%)	193
Median Percentage	10.1%		8.6%	

* Indicates percentage above median

NOTE: FY 1976: July 1, 1975 to June 30, 1976

SURVEY OF TITLE IX COMPLIANCE STATUS OF THE MARYLAND PUBLIC COLLEGES AND UNIVERSITIES

The State Board for Higher Education conducted a survey to determine the degree of compliance by public postsecondary institutions throughout the State with Title IX regulations. Title IX regulations are designed to ensure that discrimination on the basis of sex in educational programs and activities does not exist. Results of the survey are summarized below.

All the institutions have appointed at least one person as the Title IX coordinator for the campus; most institutions have complied with the requirement for public notification of an institutional policy of nondiscrimination on the basis of sex. This statement must be included in all announcements, bulletins, catalogs and application forms. Most institutions, furthermore, have voluntarily included characteristics such as age, race, color, national origin and handicap in their nondiscrimination statements. Most of the public institutions indicated that they have grievance procedures established for all employees and students. The majority of grievance procedures for students were designed to handle disciplinary problems or academic complaints. Nearly all the institutions have either completed or are in the process of completing self-evaluations of institutional practices and policies related to Title IX. A copy of the complete summary report concerning Title IX compliance is attached in Appendix J.

The State Board for Higher Education recently submitted an application for federal funding under the Women's Educational Equity Act Program. The proposal was prepared to provide further development of the State's data collection system and also provide funds for the development of model procedures for use by institutions.

STUDY OF RETENTION AND PROGRESSION OF FULL-TIME, FIRST-YEAR FALL 1974 UNDERGRADUATE STUDENTS BY RACE IN MARYLAND'S PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS

The State Board for Higher Education has requested that public institutions in the State monitor the retention and progress of students who entered as freshmen during fall, 1974. Retention, for the purposes of this study is defined as the rate at which students who were enrolled as full-time, first-year undergraduate students in fall 1974 returned to the reporting institution each fall. Progression refers to the rate at which these students accumulated credit hours toward graduation.

In the first year of this study, all public colleges and universities were requested to provide information on the number of 1974 full-time, first-year undergraduate students who returned to the reporting institution in fall 1975, and the numbers of these returning students who advanced to second year status or who remained in first year status, as determined by the credit hours accumulated in their first year of study. This survey was repeated for fall, 1976. For those students who did not return, four-year institutions were asked to identify two categories of reasons for not returning; academic failure and other reasons. Community colleges had a third category for not returning - objective achieved. The conclusions that can be drawn from this study are limited by the nature of the data being collected. Retention, according to the above definition, refers to students returning to the same institution. Therefore, students who may have transferred to another institution to continue their studies are not included. Also, students who chose not to enroll during fall semester, 1975, but who return at a later date, are not included. The retention rates reported from this study, therefore, apply only to students who remain in the same institution, and continue to enroll during consecutive fall semesters. The accuracy of the progression rates reported in this study is limited by the varying data processing and classification systems used by institutions to identify students for this study. In some cases only those students who entered as full-time freshmen for the first time in fall 1974 were reported; other institutions, however, reported all freshmen enrolled fall 1974, whether or not they had ever been enrolled prior to that time. Data are not available on the number of 1974 first-year students in the study who had begun earning credits prior to fall semester 1974. However, the general patterns of black and white student progression rates discussed in this report are consistent at the majority of reporting institutions; therefore, it is assumed the general conclusions drawn are reliable. Any discrepancies among institutions are noted in the following discussion.

Retention Rates

Table 1 indicates the numbers and percentages of 1974 freshmen who returned for the fall of 1976. Overall, 56% of the black students and 62% of the white students returned. At white institutions, the rates were similar to those overall: 55% of the blacks and 62% of the whites returned. The percent of blacks returning at black institutions was similar to that at white schools - 56%. However, only 33% of the whites returned at black schools (this percentage should be interpreted with caution as the number of students in this category was relatively small).

Reasons for Not Returning

Table 2 indicates the numbers of 1974 freshmen who did not return for the fall of 1976 and whether they did not return for academic or other reasons. Overall, 35% of the blacks and 24% of the whites who did not return did not return due to academic failure. At predominantly white institutions, 49% of the blacks and 24% of the whites did not return because of academic failure. At black institution, 21% of the blacks and 15% of the whites did not return due to academic failure.

Progression

For students who entered as full-time freshmen in 1974 and returned for the fall of 1976, black students progressed to third year status at a lower rate than white students. Overall, of returning students, 50% of the blacks and 70% of the whites were advanced to third year status. At white institutions, the rates were 40% for blacks and 70% for whites. At black institutions, the rates were 59% for blacks and 74% for whites.

TABLE I

Retention of Fall, 1974 Full-Time Freshmen

Four - Year Institutions

	Predominantly Black Institutions		Predominantly White Institutions		All Institutions	
	Black	White	Black	White	Black	White
Number of Full-Time Freshmen, Fall 1974	795	58	752	7366	1547	7424
Number of These Returning, Fall 1976	448	19	416	4592	864	4611
% Returning	56%	33%	55%	62%	56%	62%

Institutions reporting data: Bowie, Coppin, Frostburg, Salisbury, St. Mary's, Towson, University of Maryland-College Park, University of Maryland-Eastern Shore.

TABLE 2

Reasons for Not Returning in Fall, 1976

Fall, 1974 Full-Time Freshmen

Four-Year Institutions

	Predominantly Black Institutions		Predominantly White Institutions		All Institutions	
	Black	White	Black	White	Black	White
Academic Failure	74(21%)	6 (15%)	164(49%)	678(24%)	238(35%)	684(24%)
Other Reasons	278(79%)	33(85%)	172(51%)	2096(65%)	445(65%)	2129(76%)
Total Not Returning	347	39	336	2774	683	2813

TABLE 3

Progress of Fall, 1974 Full-Time Freshmen

Four - Year Institutions

	Predominantly Black Institutions		Predominantly White Institutions		All Institutions	
	Black	White	Black	White	Black	White
Number Returning Fall, 1976	448	19	416	4592	864	4611
Number Advanced to 3rd year status	263	14	165	3218	428	3232
%	59%	74%	40%	70%	50%	70%
Number In 2nd year status	167	5	241	1319	408	1324
%	37%	26%	58%	29%	47%	29%
Number In 1st year status	18	0	10	55	28	55
%	4%	0%	2%	1%	3%	1%

SUMMARY OF SELECTED LEGISLATION ACTED ON BY THE 1976 GENERAL ASSEMBLY

Several articles of legislation were passed during the 1977 Session which have a direct bearing on higher education institutions in the State and the State Board for Higher Education. Senate Bill 353 will increase State support per FTE for operating costs from $700 to $800 as well as refining the procedures for calculating the FTE enrollment for aid purposes among the 17 Community Colleges. House Bill 148 allows public four-year colleges to accrue reserve accounts from special fund revenue to be used for specific purposes in succeeding fiscal years. Senate Joint Resolution 15 will require the State Board for Higher Education to develop guidelines and procedures for granting equivalency credits for life experiences learning in order that students enrolled in postsecondary institutions could be eligible for credit for learning obtained outside traditional academic programs.

The General Assembly failed to pass major scholarship reform legislation. The Board (its predecessor the Maryland Council for Higher Education) has consistently recommended that the State's various student financial assistance programs should be reorganized into a unified system which would utilize a package approach to provide aid to students who meet established need criteria. Several pieces of legislation with an impact on funding and support questions were called for in either bill form or budget amendment in a series of proposals presented to the Governor and General Assembly in December 1976 by the State Board for Higher Education Finance Study Committee.

1977 Legislative Enactments Affecting SBHE *

BILL/SPONSOR	TITLE	DESCRIPTION
House Bill 148 Pesci	**Higher Education Institutional Reserve Accounts**	Allows public 4-year colleges to accrue reserve accounts from special fund revenue to be used for specific purposes in succeeding fiscal years
House Bill 241 (S) Cardin, Departmental	**SBHE Academic Record Repository**	Requires postsecondary institutions which close to submit all academic records to the SBHE
House Bill 447 (S) Cardin, Departmental	**Institutional Performance Bonds**	Gives the Commissioner discretionary authority to set the form and amount of a bond required of certain proprietary schools who seek approval to operate in Maryland
House Bill 523 (S) Cardin, Departmental	**Proprietary School Solicitor Permits**	The SBHE will require all out-of-state trade and technical schools soliciting students in Maryland to obtain a permit for each solicitor by payment of a $5.00 fee each
House Bill 1858 Pesci	**Administration of Interstate Compact Programs**	Transfers the administration of all interstate arrangements from the U of M to the SBHE, which presently involves 179 students in several out-of-state colleges, mostly S.R.E.B. contracts
House Joint Resolution 88 Goldwater	**Reciprocal Faculty Library Borrowing**	Requests SBHE to set guidelines for faculty to have access to all libraries in postsecondary institutions which receive State General Fund support
House Joint Resolution 122 Hull	**Collective Bargaining Task Force**	Requests the Governor to continue in effect the Task Force chaired by Delegate Hull for reporting to the 1978 Legislature on the question of collective bargaining for all State employees including higher education faculty.
Senate Bill 353 (S) Administrative	**Increased Community College Support**	Will increase State support per FTE for operating costs from $700 to $800 as well as tightening the procedures for calculating the FTE enrollment for aid purposes among the 17 community colleges
Senate Bill 852 Clark, Departmental	**Transfer of Division of Emergency Medical Services**	Will assist SBHE's relationship with agencies responsible for emergency services training (MFRE-TC), by transferring the Division of Emergency Medical Services from the Dept. of Health and Mental Hygiene to the University of Maryland Hospital
Senate Bill 905 (S) Administrative	**Increase State Aid to Private Colleges**	Effective in FY 1979 the ratio of private aid rises from 15% to 17.5% as a percent of General Fund allocations per FTE to public colleges, and in FY 1980 the private ratio rises to 20%, as administered by SBHE
Senate Joint Resolution 15 Blount	**Study of External College Credit Plans**	Will require the SBHE to develop guidelines and procedures for granting equivalency credits for life experiences learning in order that students enrolled in postsecondary institutions could be eligible for credit for learning obtained outside traditional academic programs

* Prepared by the Division of Special Programs and Community Service, SBHE

Note: At the time of this writing, all legislation listed above was signed by the Governor with the exception of HJR 122 which is a Resolution continuing a mandate of the 1976 Legislature.

ARTICULATION OF POSTSECONDARY EDUCATION OPPORTUNITY FOR MINORITY AND OTHER RACE STUDENTS

In conjunction with the State Department of Education, the State Board for Higher Education developed and distributed an information packet designed for use by high school students, intended to encourage students to select colleges or vocational/technical schools based on program offerings rather than racial composition of the institution. Details of the development of the materials are contained in the Second Midyear Desegregation Status Report, June 1976.

Written in an informal, student-oriented style, the Brochure/Wall Chart entitled "Where Do You Go From Here?" contains a sampling of the wide range of programs offered throughout the State, financial aids information, a map showing school locations, postcards (one of which is postpaid), and information on individuals to contact for further information. The Brochure/Wall Chart was distributed to approximately 50,000 high school seniors in the fall of 1976 and both the Department of Education and the State Board for Higher Education have since received numerous endorsements from associations, agencies and individuals regarding the usefulness of the information. These materials will be distributed again to high school seniors in the early fall of 1977.

DEVELOPMENT OF THE AFFIRMATIVE ACTION PLAN

Pursuant to Executive Order by the Governor, and in keeping with its own stated policies of fair employment practices, the State Board for Higher Education developed an Affirmative Action Plan for use by the Board and its staff, and designed to apprise all members of the staff as well as candidates for employment of the policies and procedures to which the Board subscribes concerning fair employment practices and affirmative action measures. The Plan contains policy statement, affirmative action goals, administration of the Plan, and grievance procedures, as well as a current workforce evaluation, forms for filing a formal grievance petition and laws pertaining to nondiscrimination and affirmative action.

The Affirmative Action Plan was developed with input from all levels of the staff, and establishes an Affirmative Action Advisory Committee whose membership reflects not only the race and sex composition of the staff, but represents each of the three job categories, administrative Board staff, staff specialists and classified staff, of which the Board staff is composed. The Affirmative Action Advisory Committee serves a special function in grievance procedures, both by informal consultation and informal appeals, and has special responsibilities to advise the Commissioner, Deputy Commissioner and Directors and other staff members of problems related to this area, and report changes or modifications to the Plan which may be needed. A copy of the State Board for Higher Education Affirmative Action Plan is contained in Appendix K.

DESEGREGATION IMPACT STATEMENTS FOR PROPOSED NEW ACADEMIC PROGRAMS AND FACILITIES

For the 1977 academic program cycle, 31 program proposals were submitted for review by SBHE, with the requirement that each be accompanied by a revised desegregation impact statement. The impact statements were developed over the period 1975-77, and a brief history of that development is contained in Appendix L .

Upon submission of a program proposal to the academic program review staff the desegregation impact statement was detached and given to Dr. Brooks, Director of Equal Educational Opportunity. A written desegregation impact review was prepared for each program proposal and given to the program review staff. If the impact statement was deficient the institution was required to correct the deficiency. If the institution failed to correct the impact statement or would not provide sufficient information, the program proposal was deleted entirely from the program review cycle.

The Equal Educational Opportunity Division of the State Board for Higher Education reviewed and recommended approval to the Program Review Committee on the following academic program proposals:

APPROVED BY THE BOARD FOR JANUARY 1977 IMPLEMENTATION

COMMUNITY COLLEGES

Allegany Community College	Radiologic Technology	A.A.	-
Howard Community College	Plant Science	-	Cert.
Prince George's Community College	Real Estate Program	A.A.	Cert.

STATE COLLEGES AND UNIVERSITIES

Frostburg State College	Counseling Psychology	M.S.
Salisbury State College	Leisure Studies	B.A.

UNIVERSITY OF MARYLAND

UMBC - UMCP	Policy Studies	Ph.D.

APPROVED BY THE BOARD FOR SEPTEMBER 1977 IMPLEMENTATION

COMMUNITY COLLEGES

Community College of Baltimore (Liberty)	Occupational Health Nursing	-	Cert
Catonsville Community College	T.V. Station Operation and Maintenance Technology	A.A.	Cert
Charles County Community College	Nursing (Registered)	A.A.	-
	Recreation Leadership Cert.	-	Cert
Garrett Community College	Veterinary Science Technology	A.A.	-

APPROVED BY THE BOARD FOR SEPTEMBER 1977 IMPLEMENTATION cont.

COMMUNITY COLLEGES cont.

Harford Community College	Engineering Technician	A.A.	Cert
	Insurance	A.A.	Cert
Princes George's Community College	Automotive Technology	A.A.	-
Wor-Wic Tech Community College	Automotive Services Technology	-	Cert
	Building Trades (Carpentry)	-	Cert
	Licensed Practical Nursing	-	Cert
	Wholesale Distribution	A.A.	-

STATE COLLEGES AND UNIVERSITIES

Bowie State College	Communication Media	B.S./B.A.
	Journalism	B.S./B.A.
Coppin State College	Adapted Physical Education (Physical Education for the Handicapped and Disabled)	B.S.
	Adult and Continuing Education	M.S.
	Applied Psychology	B.A./B.S.
	Management Science	B.A./B.S.
Towson State University	Instructional Technology	B.S.
University of Baltimore	Business Studies	M.S.

UNIVERSITY OF MARYLAND

University of Maryland-College Park	Textiles and Consumer Economics	Ph.D.

As a result of the reviews for these and other programs, SBHE provided in February of this year, an assessment of the submitted Impact Statements for Proposed New Academic Degree Programs. This assessment is included in Appendix L. The Division of Finance, Facilities and Programs has prepared a brief summary of key factors in the analysis of the above programs in Appendix M.

During the period of this report, the State Board for Higher Education approved State support for three new facilities, related to academic programs, for public postsecondary institutions. They are:

Physical Education Addition - Anne Arundel Community College
Career Education Center - Essex Community College
Assembly Building - Frederick Community College

CHAPTER III

CHAPTER III

FUNDS AND PERSONNEL APPROPRIATED IN FISCAL 1978 BY THE MARYLAND GENERAL ASSEMBLY FOR IMPLEMENTATION OF THE STATE'S DESEGREGATION PLAN

This chapter discusses the resources utilized Statewide for desegregation in the public institutions and agencies of higher education. Direct appropriations for desegregation in FY 1978 are $3,915,955; this amount represents an increase of 29.6 percent over the $3,020,650 appropriated in FY 1977. Desegregation funds are used for a broad array of activities. Other Race Grants, the Faculty and Administrator Exchange Program, and Minority/Other Race Internships comprise the major desegregation expenditures on grant and stipend programs. A wide variety of personnel at the institutions are also supported by the desegregation program. These include counselors, recruitment officers, special program directors, and integration coordinators. Appropriations for various desegregation activities are shown in Table III-A.

DESEGREGATION APPROPRIATIONS

Maryland State Board for Higher Education

For Fiscal Year 1978, the State Board requested funds for the continued support of several Statewide programs designed to supplement segmental and institutional desegregation efforts. Funds for these programs were appropriated by the General Assembly in Fiscal 1977 for their initial implementation.

Program	Expended FY 1977
Minority/Other Race Internships	$ 120,000
Other Race Grants for Graduate and Professional School Students	60,000
Faculty and Administrator Exchange	2,500
Central Placement Bureau	300
High School Brochure (Articulation)	16,600*
	$ 199,400

*Represents two distributions of Brochure: Fall, 1976 and Fall, 1977

Program	Estimated Expenditure FY78
Minority/Other Race Internships	$ 159,200
Other Race Grants for Graduate & Professional School Students	120,000
Faculty & Administrator Exchange	2,500
Central Placement Bureau	300
High School Brochure (Articulation)	8,000
	$ 290,000

In addition to funding for the Statewide programs, the State Board for Higher Education requested and has been appropriated for Fiscal Year 1978, additional monies for operating and other expenses directly related to implementation of the State's Desegregation Plan. The following table indicates the increased funds and personnel provided since Fiscal Year 1975, when implementation of the Desegregation Plan commenced.

	FY 1975	FY 1976	FY 1977	FY 1978
Positions	4	6	6	6
Salaries & Wages	$57,126	$90,450	$93,503	$ 99,172
Technical & Special Fees	2,250	13,000	13,000	173,752 *
Operating Expenses	22,534	35,146	49,906	166,408
Total	$ 81,910	$133,596	$156,409	$439,332
Deficiency Appropriation	xxx	32,965	xxx	xxx
Total	$ 81,910	$171,561	$156,409	$439,332
(Other Race Grants $60,000 and Internship Program $120,000	xxx	xxx	180,000	xxx
	$ 81,910	$171,561	$336,409	$439,332

*Represents Internships Program and Consultant Fees

The FY 1978 desegregation appropriation to the State Board for Higher Education represents an increase of 436% since FY 1975.

State Universities

The University of Maryland reports that appropriations for desegregation increased from $953,971 in FY77 to $1,299,504 in FY 1978, representing an increase of 36.2% in funding; this includes 6 additional positions. Morgan State University reports that appropriations for desegregation increased from $221,397 in FY 1977 to $354,378 in FY 1978. This represents a 60% increase in funding; no additional personnel are reported. This increase in funding at Morgan is due in large part to a substantial increase in funds for other race grants.

C. Board of Trustees of the State Universities and Colleges

The Board of Trustees reports that appropriations for desegregation increased from $1,424,407 in FY 1977 to $1,708,388 for FY 1978, representing a 20% increase in funding. No additional personnel are reported.

St. Mary's College of Maryland

Appropriations for desegregation at St. Mary's increased from $102,451 in FY 1977 funds to $114,353 in FY 1978. This represents an increase of 11.6% in funding; no additional personnel are included.

Community Colleges

For Fiscal Year 1978 the majority of the State's community colleges are increasing their support for desegregation and desegregation-related activities.

TABLE I

FY 1977 and FY 1978 Appropriations for Desegregation**

	FY 1977	FY 1978	Percent Change
University of Maryland			
UMCP	$ 468,692	$ 769,589	64.2%
UMAB	247,000	286,278	16.0%
UMBC	124,936	122,409	-2.0%
UMES	90,000	90,000	-
UMCES	16,200	31,228	92.8%
SUB-TOTAL	$953,971	$1,299,504	36.2%
State Universities and Colleges			
BTSUC *	669,138	1,228,943	83.6%
BOWIE	78,446	49,892	-36.4 %
COPPIN	102,096	46,264	-54.7 %
FROSTBURG	209,993	140,398	-33.1 %
SALISBURY	60,855	20,054	-67.0 %
TOWSON	247,798	143,376	-42.1 %
U of B	56,381	79,461	40.9 %
SUB-TOTAL	1,424,407	1,708,388	19.9 %
MORGAN STATE UNIVERSITY	203,412	354,378	74.2 %
ST. MARY'S COLLEGE	102,451	114,353	11.6 %
STATE BOARD FOR HIGHER EDUCATION	336,409	439,332	30.6%
TOTAL	3,020,650	3,915,955	29.6%

*In FY 1977, BTSUC was appropriated $986,443 originally, but during the year it transferred $317,305 to its institutions. It is expected that much of BTSUC's FY 1978 appropriation will also be transferred to the institutions.

SOURCE: Maryland State Budget, FY 1978 and Institution budgets for FY 1978.

**Data for Community Colleges are not included in this Table.

TABLE I (Continued)

FUNDS AND PERSONNEL APPROPRIATED IN FISCAL 1978 FOR IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

Item or Program	APPROPRIATED No. of Personnel	 Amount
College Park		
Instruction		
Advisor Counselor	4.00	66,105
Assistant Dean	1.00	26,151
Assistant Professor	5.00	81,500
Counselor	1.00	8,100
Graduate Assistants	99	9,540
Office Secretary	4.00	36,455
Typist-Clerk III	1.00	7,620
Graduate Affairs - Operating Expense		1,000
Total	16.99	236,471
Student Services		
Assistant Professor	2.00	30,000
Director, Minority Affairs	1.00	17,500
Specialist	1.00	11,264
Assistant Program Director	1.00	11,275
Program Director	1.00	13,775
Counselor	2.00	25,000
Financial Aid		318,190
V. C. Student Affairs - Operating Expenses		4,500
Minority Student Education - Operating Expenses		24,209
Academic Affairs - Operating Expenses		25,000
Labor and Assistants		
Total	8.00	480,713
Administration		
Affirmative Action Officer	1.00	19,000
Personnel Officer III	1.00	17,280
Research Assistant	1.00	16,125
Total	3.00	52,405
Total College Park	27.99	769,589

Table 1 (Continued)

FUNDS AND PERSONNEL APPROPRIATED IN FISCAL 1978
FOR IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	APPROPRIATED	
	Personnel	Amount
Baltimore City		
Student Services		
Assistant Director	1.00	13,715
Coordinator	1.00	13,040
Integration Coordinator		
Human Relations Officer	1.00	13,040
Office Secretary I	1.00	8,155
Office Secretary II	1.00	10,794
Faculty Salary Allowance		1,393
Reclassification		185
Part-time Faculty		8,000
Part-time Tutorial Personnel		25,000
Labor and Assistants		35,030
Turnover Expectancy		(168)
Operating Expenses		22,293
Financial Aid		135,801
Total UMAB	5.00	286,278
Baltimore County		
Student Services		
Director, Supplementary Education	1.00	21,950
Financial Aid Clerk	1.00	10,374
Specialists, Tutorial & Remedial	4.00	45,006
Minority Recruiter	1.00	13,100
Off Campus Housing Administrator	.50	7,101
Financial Aid		8,000
Total	7.50	105,531
Administration		
Human Relations Officer	1.00	13,260
Reclassification		103
Faculty Salary Adjustment		3,515
Total	1.00	16,878
Total UMBC	8.50	122,409

Table 1 (Continued)

FUNDS AND PERSONNEL APPROPRIATED IN FISCAL 1978
FOR IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

Item or Program	APPROPRIATED No. of Personnel	 Amount
Eastern Shore		
Student Services		
Financial Aid		90,000
Cooperative Extension Service		
Labor and Assistants		1,800
Human Relations Officer	1.00	18,565
Office Secretary I	.80	8,063
Labor and Assistants		2,800
Operating Expenses		8,063
Total UMCES	1.80	31,228
TOTAL UNIVERSITY	43.29	1,299,504

Table 1 (Continued)

FUNDS AND PERSONNEL APPROPRIATED IN FISCAL 1978 FOR IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	FY 1978 Appropriated	
	Personnel	Dollars
Board of Trustees of the State Universities and Colleges		
Staff Specialist III	1.0	$ 28,317
Administrator IV	1.0	26,219
Integration Counselor	8.0*	112,636
Remedial Programs		518,134
Other Race Grants		542,857
Supportive Costs		780
TOTAL	10.0	$1,228,943
Bowie State College		
Integration Coordinator	1.0	20,381
Integration Counselor	1.0	13,056
Office Secretary	1.0	9,412
Supportive Costs		7,900
Turnover Expectancy		- 857
TOTAL	3.0	$ 49,892
Coppin State College		
Integration Coordinator	1.0	16,834
Integration Counselor	2.0	27,007
Supportive Costs		3,300
Turnover Expectancy		- 877
TOTAL	3.0	$ 46,264

*Includes 7 Integration Counselors placed in institutions.

Table 1 (Continued)

FUNDS AND PERSONNEL APPROPRIATED IN FISCAL 1978 FOR IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	FY 1978 Appropriated	
	Personnel	Dollars
St. Mary's College of Maryland		
Minority Admissions Counselor	1.0	$ 29,553*
Other Race Grants		82,800
Supportive Costs		2,000
TOTAL	1.0	$ 114,353
Morgan State University		
Integration Coordinator	1.0	18,139
Integration Counselor	1.0	17,452
Other Race Grants		310,000
Supportive Costs		8,787
TOTAL	2.0	$ 354,378

*Actual appropriation for salaries and wages

Table 1 (Continued)

FUNDS AND PERSONNEL APPROPRIATED IN FISCAL 1978 FOR IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	FY 1978 Appropriated	
	Personnel	Dollars
Frostburg State College		
Integration Coordinator	1.0	$ 22,478
Integration Counselor	1.0	17,978
Academic Counselor	1.0	15,494
Office Secretary I	1.0	9,979
Supportive Costs		75,128
Turnover Expectancy		- 659
TOTAL	4.0	$ 140,398
University of Baltimore		
Integration Counselor	1.0	16,040
Supportive Costs		63,421
TOTAL	1.0	$ 79,461
Salisbury State College		
Integration Counselor	1.0	15,494
Supportive Costs		4,560
TOTAL	1.0	$ 20,054
Towson State University		
Associate Dean of Students	2.0	35,603
Integration Coordinator	1.0	22,478
Instructor	2.0	24,652
Assistant Instructor	1.0	10,793
Office Secretary I	1.0	9,783
Supportive Costs		42,133
Turnover Expectancy		- 2,066
TOTAL	7.0	$ 143,376

SELECTED COMPARATIVE DATA

The tables below show selected comparative data for instruction costs, student faculty ratio and total library holdings for full-time equivalent students from FY 1974 to FY 1977 (estimated). These tables were included in both the First and Second Midyear Desegregation Status Reports, and have been updated to include 1977 and 1978.

TABLE II **
Instruction Cost per Full-Time Equivalent Student

	Actual FY 1974		Actual FY 1976		Estimated FY 1977		Estimated FY 1978	
Institution	$	Rank	$	Rank	$	Rank	$	Rank
UMCP	1264	3	1466	3	1427	3	1531	2
UMBC	1221	4	1359	5	1303	5	1288	5
*UMES	1337	2	1568	1	1645	2	1523	3
*Bowie	1432	1	1465	4	1721	1	1627	1
*Coppin	928	9	1508	2	1276	6	1238	9
Frostburg	1151	6	1315	6	1317	4	1355	4
Salisbury	1015	8	1090	10	1130	9	1252	7
Towson	1033	7	1128	7	1152	8	1165	10
U. of Baltimore			775	11	934	11	1003	11
*Morgan	1171	5	1117	9	1100	10	1250	8
St. Mary's	860	10	1119	8	1220	7	1282	6

*Predominantly Black

**Table II indicates the budgeted instructional cost per FTE for each public institution and the rank of each school on this measure for four years.

TABLE III **

Student/Faculty Ratio

Institution	Actual FY 1974		Actual FY 1976		Estimated FY 1977		Estimated FY 1978	
	Ratio	Rank	Ratio	Rank	Ratio	Rank	Ratio	Rank
UMCP	14.9	4	16.7	7	17.0	6	16.2	3
UMBC	16.4	5	16.6	6	17.7	8	18.0	10
*UMES	13.0	2	15.0	1	14.5	2	16.4	4
*Bowie	14.6	3	15.4	4	13.9	1	15.5	1
*Coppin	18.7	9	15.4	4	16.1	5	16.7	5
Frostburg	17.7	7	15.3	2	14.6	3	16.8	6
Salisbury	18.5	8	18.3	9	17.4	7	17.7	9
Towson	17.6	6	17.4	8	18.2	10	17.0	7
U. of Baltimore			18.7	10	19.1	11	18.1	11
*Morgan	12.9	1	19.0	11	17.8	9	17.3	8
St. Mary's	19.3	10	15.3	2	15.9	4	16.0	2

*Predominantly Black

**Table III indicates the budgeted student/faculty rations for each public institution and the rank of each school on this measure for four years.

TABLE IV **

Library Holdings per Full-Time Equivalent Student

Institution	Actual FY 1974 #	Actual FY 1974 Rank	Actual FY 1976 #	Actual FY 1976 Rank	Estimated FY 1977 #	Estimated FY 1977 Rank	Estimated FY 1978 #	Estimated FY 1978 Rank
UMCP	75.0	4	83.0	3	84.9	5	90.2	5
UMBC	65.3	6	79.8	4	84.3	7	91.2	4
*UMES	110.5	1	257.2	1	300.1	1	307.9	1
*Bowie	45.1	10	64.0	10	79.7	9	86.7	9
*Coppin	59.1	7	79.4	6	85.1	3	87.5	8
Frostburg	90.1	2	94.0	2	92.0	2	92.3	3
Salisbury	69.7	5	69.5	9	76.8	10	79.7	10
Towson	50.7	9	53.9	11	57.0	11	59.6	11
University of Balt.			79.7	5	87.3	8	94.9	2
*Morgan	78.3	3	75.8	8	84.6	6	89.9	6
St. Mary's	58.4	8	77.5	7	85.1	3	87.8	7

Tables I , III , and IV indicate that resources are allocated to institutions in a diverse manner. There is no relationship between resource allocations and the predominant race of institutions. Instead, it is likely that institutional characteristics such as size and levels of programs offered explain most of the differences in resources allocated.

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*Predominantly Black

**Table IV shows the library holdings per FTE student and institutional rank for four recent years.

Table V

MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED
IN THE FISCAL YEAR 1978 BUDGET
FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	ALLEGANY				ANNE ARUNDEL			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.10	$1,200			2.00	$23,000	1.00	$11,500
Affirmative Action . .	.18	2,160			2.00	18,500	1.35	14,100
Student Aid.	.10	1,000			1.20	12,400	.60	6,200
Recruitment.	.25	3,000			.10	1,000		
Advisement	.05	500						
Other Personnel/Cost .								
Clerical Support . . .	.20	1,300			4.50	27,900	3.50	21,700
Related Support Cost .						1,500		750
TOTALS	.88	$9,160			9.80	$84,300	6.45	$54,250

	BALTIMORE				CATONSVILLE			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.40	$10,767	.40	$10,767	.20	$ 4,330	.20	$ 4,236
Affirmative Action . .	.25	6,730	.25	6,730	.05	838	.05	819
Student Aid.	1.00	11,025	1.00	11,025	.40	13,985	.40	13,680
Recruitment.	2.00	27,300	1.00	13,650	.05	1,160	.05	1,135
Advisement	1.50	24,150	1.50	24,150	.40	8,538	.40	8,351
Other Personnel/Cost .					.50	15,025	.50	14,698
Clerical Support . . .	1.00	8,400	.65	5,460		8,355		8,200
Related Support Cost .		500		400		2,000		2,000
TOTALS	6.15	$88,872	4.80	$72,182	1.60	$54,231	1.60	$53,119

Table V (Continued)

MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED IN THE FISCAL YEAR 1978 BUDGET FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

CECIL

Function	Requested No. People	Requested Cost	Appropriated No. People	Appropriated Cost
Personnel.	.25	$ 2,000	.25	$ 2,000
Affirmative Action . .	.50	7,000	.50	7,000
Student Aid.				
Recruitment.				
Advisement				
Other Personnel/Cost .				
Clerical Support . . .	.25	2,000	.25	2,000
Related Support Cost .				
TOTALS	1.00	$11,000	1.00	$11,000

CHARLES

Function	Requested No. People	Requested Cost	Appropriated No. People	Appropriated Cost
Personnel.	.65	$12,187	.65	$12,187
Affirmative Action . .	.40	6,960	.40	6,960
Student Aid.	.25	4,171	.25	4,171
Recruitment.	.55	8,880	.55	8,880
Advisement	.50	7,970	.50	7,970
Other Personnel/Cost .	.05	1,375	.05	1,375
Clerical Support . . .	.30	1,867	.30	1,867
Related Support Cost .		3,000		3,000
TOTALS	2.70	$46,410	2.70	$46,410

CHESAPEAKE

Function	Requested No. People	Requested Cost	Appropriated No. People	Appropriated Cost
Personnel.	.06	$ 488	.06	$ 488
Affirmative Action . .	.30	4,882	.30	4,882
Student Aid.	.44	4,296	.44	4,296
Recruitment.	.10	1,910	.10	1,910
Advisement	.27	3,875	.27	3,875
Other Personnel/Cost .				
Clerical Support . . .				
Related Support Cost .				
TOTALS	1.17	$15,451	1.17	$15,451

DUNDALK

Function	Requested No. People	Requested Cost	Appropriated No. People	Appropriated Cost
Personnel.				
Affirmative Action . .	.50	$10,281	.50	$10,281
Student Aid.				
Recruitment.	.10	1,484	.10	1,484
Advisement				
Other Personnel/Cost .	.70	13,566	.70	13,566
Clerical Support . . .	.40	4,094	.40	4,094
Related Support Cost .				
TOTALS	1.70	$29,425	1.70	$29,425

Table V (Continued)

MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED
IN THE FISCAL YEAR 1978 BUDGET
FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

ESSEX

Function	Requested		Appropriated	
	No. People	Cost	No. People	Cost
Personnel.				
Affirmative Action . .	.50	$ 6,178	.50	$ 6,178
Student Aid.				
Recruitment.				
Advisement				
Other Personnel/Cost .				
Clerical Support . . .				
Related Support Cost .				
TOTALS	.50	$ 6,178	.50	$ 6,178

FREDERICK

Function	Requested		Appropriated	
	No. People	Cost	No. People	Cost
Personnel.	1.00	$15,000		
Affirmative Action . .	.10	1,828	.10	$ 1,828
Student Aid.	.10	1,745	.10	1,745
Recruitment.	.20	3,490	.20	3,490
Advisement	.10	1,600	.10	1,600
Other Personnel/Cost .				
Clerical Support . . .	.20	2,000	.20	2,000
Related Support Cost .		1,000		1,000
TOTALS	1.70	$26,663	.70	$11,663

GARRETT

Function	Requested		Appropriated	
	No. People	Cost	No. People	Cost
Personnel.				
Affirmative Action . .				
Student Aid.				
Recruitment.				
Advisement				
Other Personnel/Cost .				
Clerical Support . . .				
Related Support Cost .				
TOTALS	NONE		NONE	

HAGERSTOWN

Function	Requested		Appropriated	
	No. People	Cost	No. People	Cost
Personnel.	.10	$ 2,525	.10	$ 2,525
Affirmative Action . .	.10	2,525	.10	2,525
Student Aid.	.10	1,684	.10	1,684
Recruitment.	.20	2,828	.20	2,828
Advisement				
Other Personnel/Cost .	.05	1,568	.05	1,568
Clerical Support . . .	.50	4,148	.50	4,148
Related Support Cost .		300		300
TOTALS	1.05	$15,578	1.05	$15,578

Table V (Continued)

MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED
IN THE FISCAL YEAR 1978 BUDGET
FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	HARFORD				HOWARD			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.25	$ 3,530	.25	$ 3,530	.60	$15,281		
Affirmative Action . .	.50	8,280	.50	8,280				
Student Aid.	.43	4,818	.43	4,818				
Recruitment.	.40	4,964	.40	4,964				
Advisement	1.17	20,816	1.17	20,816				
Other Personnel/Cost .	.05	2,266	.05	2,266	.15	11,310		
Clerical Support . . .	.75	4,767	.75	4,767	1.25	9,847		
Related Support Cost .		2,000		2,000		3,825		
TOTALS	3.55	$51,441	3.55	$51,441	2.00	$40,263		

	MONTGOMERY				PRINCE GEORGE'S			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.35	$ 6,076	.35	$ 6,076	1.75	$19,894	1.75	$19,894
Affirmative Action . .	1.00	17,595	1.00	17,595	1.50	20,813	1.50	20,813
Student Aid.	.35	6,320	.35	6,320	.40	7,223	.40	7,223
Recruitment.	.50	12,697	.50	12,697	.50	7,463	.50	7,463
Advisement	.50	12,697	.50	12,697	1.00	11,340	1.00	11,340
Other Personnel/Cost .	.15	6,770	.15	6,770				
Clerical Support . . .	.60	7,323	.60	7,323				
Related Support Cost .		900		900		6,296		6,296
TOTALS	3.45	$70,378	3.45	$70,378	5.15	$73,029	5.15	$73,029

Table V (Continued)

MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED IN THE FISCAL YEAR 1978 BUDGET FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	WOR-WIC TECH				STATE BOARD FOR COMMUNITY COLLEGES			
	Requested		Appropriated		Requested		Appropriated	
Function	No. People	Cost	No. People	Cost	No. People	Cost	No. People	Cost
Personnel.	.07	$ 1,274	.07	$ 1,274				
Affirmative Action . .	.05	944	.05	944				
Student Aid.	.10	1,997	.10	1,997				
Recruitment.	.20	3,993	.20	3,993				
Advisement	.02	399	.02	399				
Other Personnel/Cost .					.65	$15,808	.65	$15,808
Clerical Support . . .	.10	825	.10	825	.30	3,120	.30	3,120
Related Support Cost .						4,686		4,686
TOTALS	.54	$ 9,432	.54	$ 9,432	.95	$23,614	.95	$23,614

CHAPTER IV

Allegany Community College
Summary Report
on
Third Mid-Year Desegregation Status Report
1977

Introduction

Allegany Community College holds as its purpose to serve and to be responsive to the needs of the people of Allegany County and its environs by providing an opportunity for higher education, through which people, regardless of their academic backgrounds, may advance to the highest possible degree of academic achievement, technical excellence, occupational proficiency, and personal enrichment. The future of ACC, like its growth in the past, lies in its continued creation of programs and services to meet community needs. The staff of the College is dedicated to assisting and contributing to the development of all students, regardless of age, race or background. ACC is a community resource, proud to contribute to the growth of Allegany County and the State of Maryland.

Student Composition

For the fourth consecutive year, student enrollment has shown an increase at Allegany Community College. For the fall semester 1976 the enrollment was 1,832, of which 1,287 (70.3 percent) were full-time students and 545 (29.7 percent) were part-time students. Females out-numbered male students 1,065 to 767 or 58.1 percent to 41.9 percent respectively. Comparable enrollment figures for the spring semester, 1977 were a total of 1,813 students with 1,220 (67.3 percent) as full-time and 593 (32.7 percent) as part-time students. Once again the female population of 1,011 (55.8 percent) constituted the majority of the student body compared to the male population of the campus (802 or 44.2 percent).

At the end of the first semester, 138 students were academically suspended; 116 for the first time, and 22 for the second. However, College policy states that upon written request, a student after the first suspension may be provisionally re-admitted on probation to permit him/her to take and/or repeat and/or audit appropriate courses during the following semester or summer session. This reflects ACC's concern for individual students in their efforts to "succeed" in courses of college-level difficulty as well as reflect the faculty's and administration's dedication to meeting the educational needs of the community.

In meeting these needs, wide offerings in many career areas, such as Nursing, Dental Hygiene, Forestry, etc., as well as academic areas are made available to both the young and mature citizens. A cross-section of our student body for the fall semester, 1976 would reflect an age distribution as follows: 57.5 percent in 16-20 age group; 28.9 percent in 21-30 age group; 8.5 percent in 31-40 age group; 5.1 percent in the over 40 age group. In summary, over two-fifths (42.5 percent) of ACC's students are over the normal age of recent high school graduates pursuing the first two years of college.

The relative high percentage of students in the 21-30 age group (28.9 percent) reflects the 193 veterans who are enrolled at ACC. These 193 veterans constitute 10.5 percent of the current student body. An aggressive program of veteran identification and assistance, under the full-time direction of a veterans counselor in charge of the Office of Veterans Affairs is in existence at ACC. We believe veteran assistance in the form of financial and academic aid has been reflected in the number of veterans who are continuing to upgrade their academic or technical skills.

The number of minority students attending Allegany Community College on both a full-time and part-time basis is relatively small and numbers 51 compared to the College (fall, 1976) enrollment of 1,832 students. Therefore, this represents 2.8 percent minority student enrollment at this two-year institution. Of these 51 minority students, 37 (or 72.5 percent) are Black.

The Black Student Alliance, an organization of minority students whose objectives include bettering the understanding and relationships of minority and white students on campus, is perhaps one of the most active groups involved in campus activities. Each year the BSA participates in the annual Blue Grass Festival, recruits minority students from area high schools, sponsors dances and other socials on campus, participates in Student Government decision-making through elected representatives, and assists in budget development in the SGA organization.

Since the Black Student Alliance was established through charter in the fall of 1973, it has been highly effective in influencing both student and staff organizations. The BSA has been active in promoting and influencing the College's affirmative action activities and Title IX compliance, and has been regularly consulted during the planning of cultural activities sponsored by the Student Government Association. In addition, since the organization began, two members of the alliance have been named top scholars by the College Entrance Examination Board (CEEB), with one of these students named "Student of the Year" by both faculty and students of the College.

The Black Student Alliance at Allegany Community College has played a vital role in promoting the healthy and open communication among a multi-cultural and multi-ethnic student body. The faculty and staff of the College have also responded very positively to the BSA and its activities. Currently the two faculty advisors of the organization (one Black and the other White) have agreed that the Black Student Alliance is very effective in serving the needs of minority students as well as encouraging the entire student body on the need for participation in College activities by all students.

Financial Aid

During the 1976-77 academic year there were twenty-eight minority students who received some form of financial aid. Twenty-six students received $20,004 in Basic Grants, ten students received Supplemental Grants, fourteen students were awarded $12,208 in College Work-Study funds and five students received $6,250 in Guaranteed Student Loans.

Of the twenty-eight minority students receiving aid, nine students did not complete the financial aid process or applied too late to receive funds in the Supplemental Grant or College Work-Study Program.

	Applied For Aid	Completed Process	Actually Enrolled	CWS	Supplemental	Basic	Guaranteed Loan
Black	34	20	26	11473	3575	16195	3250
Asia	6	4	6	735	1450	2983	1500
American Indian	1	0	1	0	0	826	1500
Totals	41	24	33	12208	5025	20004	6250

The nineteen minority students who completed the entire financial aid application process were analyzed to need a total of $47,061. They were awarded a total of $32,950 or 70 percent of their estimated need.

There were eighteen minority students who enrolled as full-time students (carrying twelve or more credit hours) and ten who enrolled for less than full-time. Of the ten who enrolled for part-time, three students enrolled for less than six hours which made them ineligible for any of the financial aid programs.

Employment Composition

Allegany Community College has a total full-time professional (teaching and non-teaching) staff of 107 of which 13 are classified as administrators; the remaining 94 are classified as faculty. The composition by race and sex of the current administration and faculty is as follows: Administrators - 13, males (White) and no females; Faculty - 50 males (White) and 44 females (White). The part-time faculty of the College consists of 16 males (White) and 4 females (White).

The College employs a number of staff members who are classified as "artisan-technicians", and are utilized by the College to supervise or assist in language and science laboratories, audio-visual studies, and in student services. The composition by race and sex of this group of employees is as follows: seven males (White), and one male (Black), and five females (White).

The clerical staff at Allegany Community College consists of 44 females (White) and one female (Black). Five of these persons are employed under the Comprehensive Employment Training Act (CETA, Title VI); four persons are employed under CETA, Title X; and three persons are employed under the Work Incentive (WIN) Program.

The custodial staff at the College consists of 24 full-time males (White), one full-time female (White), and one part-time male (White). Of these custodial employees, three males are employed under CETA, Title VI, three males are employed under CETA, Title X, and one male is employed under Title II.

Administrative Coordination

The College has implemented carefully planned policies and procedures in recruiting and hiring professional employees. Although there are only two minority professionals on campus, a Black instructor will be joining the College teaching staff for the fall 1977-78 term. Additional positions that become available will be filled through completely objective and fair recruiting, screening, and hiring procedures that have been established through the College's Affirmative Action Program. In addition to an Affirmative Action Program, the College is engaged in the following activities:

1. Completing the Institutional Self-Evaluation as prescribed under Title IX,
2. Finalizing written grievance procedures covering discrimination complaints,
3. Monitoring the Affirmative Action Program,
4. Establishing standard advertising procedures for professional positions as part of the Affirmative Action Program, and
5. Establishing goals for accomplishing Affirmative Action objectives.

Although the College has not completed every requirement as prescribed under federal laws (i.e., Executive Orders and Title IX), the administration and staff support and believe in both the philosophical basis and legal implications of anti-discrimination legislation. The careful planning, creating, and implementing of fair employment and promotional practices has demanded a great deal of time; likewise, an equal amount of time has been necessary for informing faculty and staff of the specifics of legislation. The result at Allegany Community College has been positive since faculty and staff have been actively involved in the finalizing and implementation of a widely supported Affirmative Action Program on campus.

In addition, implementation of any proposed changes in existing programs, policies, and student-related concerns as a result of the Title IX Institutional Self-Evaluation (ISE) will receive the same careful study and support of the faculty and staff. When such measures become the concerns and responsibilities of the college community as a whole (students and staff), the implementation of such changes is carried out in a very positive atmosphere. Currently, the Affirmative Action Committee has a student member who is assisting in completing the ISE.

Program Cooperation

ACC has been a member of the Regional Education Service Agency since its beginning in 1967. RESA is a consortium of the three community colleges and the three Boards of Education and the State College in Western Maryland together with the University of Maryland. One of the purposes of RESA is the articulation among institutions and agencies of their curriculums and programs through monthly meetings of the heads and representive staffs of the agencies. Over the years much has been accomplished through cooperation in articulating programs.

THIRD MID-YEAR DESEGREGATION STATUS REPORT
ANNE ARUNDEL COMMUNITY COLLEGE
1977

Introduction

Anne Arundel Community College is an Affirmative Action-Equal Opportunity College. In August, 1976, the Board of Trustees adopted a completely revised Affirmative Action Plan. The plan is designed to provide equal opportunity and a climate of non-discrimination with respect to women and members of minority groups in all operations of the College. Anne Arundel Community College is making every effort to implement the plan as quickly and completely as possible.

Student Composition

Anne Arundel Community College has successfully increased the number of minority students enrolled and the percentage of students of minority origins in the student population during the past three years. (See Table I)

TABLE 1
Anne Arundel Community College
Enrollment by Race
Fall 1973 and Fall 1976

	White	Black	American Indian	Oriental	Spanish Surname	Total Minority	Total Enrollment
Fall 1973							
Number	3953	215	11	21	26	273	4226
Percentage of Total	93.5	5.1	.3	.5	.6	6.5	
Fall 1976							
Number	5935	433	55	61	60	609	6560
Percentage of Total	90.7	6.6	.8	.9	.9	9.3	
Increase in Number Over 1973	1982	218	44	40	34	336	2334
Percentage of Increase Over 1973	50.14	101.4	400.	190.5	130.8	123.1	55.3

As an open admissions, public community College, AACC continues to recruit throughout all areas of the county and in all public and private high schools, making extra efforts in those high schools with large black populations. The College operates high-quality educational programs for those students who decide to attend, but also is aware that many of them lack basic educational skills which must be improved if students are to achieve academic success. In a concerted attempt to ameliorate those educational problems and permit students to reach their full academic potential, AACC offers and requires basic courses in Reading and Study Skills and Basic English and Mathematics.

Black students participate actively in the life on College and contribute to the quality of cocurricular education at AACC. There is an active club, Ujima, which represents the interests of minority students. Black students are participants and leaders in the DECA Club, the Ski Club, the Biology Club, intramural and inter-collegiate sports, the College radio broadcasting station, the Student Senate, the Student Hearing Board, and the College Committee on Discipline, work-study programs, and all social and cultural activities.

Financial Aid

The sources of aid available to all students consists of institutional academic scholarships, grants, and work study; Federal grants and work study; Maryland State scholarships; and Guaranteed Student Loans. As the consolidated statement (Table II) shows, the number of minority students who have received aid has more than tripled in the three-year period from 1973-74 to 1975-76, and the amount of aid has more than quadrupled during the three-year period.

Employment Composition

During the hiring year of 1976-77 Anne Arundel Community College has taken assertive action in its attempts to hire persons from minority groups. Positive results of those efforts are demonstrated in Table III.

Total new positions in the work force for 1976-77 over the previous year were 72. Nineteen more members of minority groups are employed now compared to 1975-76 and 16 of them are black. Total minorities in the work force increased from 34 (10.4% of the work force) in 1975-76 to 53 (13.3% of the work force) in this year. Black employees in the work force increased from

TABLE II
ANNE ARUNDEL COMMUNITY COLLEGE
OFFICE OF STUDENT PERSONNEL
ARNOLD, MARYLAND 21012

CONSOLIDATED STATEMENT OF STUDENTS BY RACE WHO RECEIVED FINANCIAL AID
(See the following footnotes)

	1973-74				1974-75				1975-76			
Race	**No.**	**%**	**Amount**	**%**	**No.**	**%**	**Amount**	**%**	**No.**	**%**	**Amount**	**%**
Black	25	13.4	$16,599	17.2	45	15.2	$ 36,642	24.3	83	16.3	$ 63,364	24.0
Indian	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2	600	0.2
Asian	0	0.0	0	0.0	2	0.7	540	0.4	5	1.0	2,232	0.8
Hispanic	0	0.0	0	0.0	0	0.0	0	0.0	5	1.0	4,407	1.7
White	161	86.6	$79,841	82.8	228	77.0	$108,023	71.7	386	76.0	$184,960	70.1
Foreign	0	0.0	0	0.0	1	0.3	350	0.2	4	.8	2,479	0.9
Unknown	0	0.0	0	0.0	20	6.8	5,062	3.4	24	4.7	5,797	2.2
TOTAL (Unduplicated)	186	100.0	$96,440	100.0	296	100.0	$150,617	100.0	508	100.0	$263,839	99.9

Footnotes:

1. The data was taken from the HEGIS Reports for 1973-74, 1974-75, and 1975-76.
2. The consolidated statement contains data from both campus-based and non-campus-based programs as required by the HEGIS Report
3. The one aid program not included in the HEGIS Report which is administered by the Financial Aids Office is the Law Enforcement Education Program (LEEP).

29 (8.9% of the work force) to 45 (11.3% of the work force) for this year. While there was an increase in the numbers of blacks and other minorities in the classified employees groups, the percentage of blacks and minorities remained stable at around 22 percent.

TABLE III
Anne Arundel Community College
Work Force Composition by Race - April, 1977

	White	Black	Spanish Surname	Other Minority	Total Minority	Total
P. T. Faculty	168	3	0	2	5	173
Admin. & Prof.	28	3	2	0	5	33
F. T. Classified and Plant Support	125	35	1	2	38	163
P. T. Classified	24	4	0	1	5	29
TOTAL	345	45	3	5	53	398
Percentage of Total	86.7	11.3	.7	1.3	13.3	

TABLE IV
Anne Arundel Community College
Work Force Composition by Race - Nov., 1975

	White	Black	Spanish Surname	Other Minority	Total Minority	Total
F. T. Faculty	154	0	0	2	2	156
Admin. & Prof.	28	1	0	0	1	29
Classified (F.T. & P.T.)	110	28	1	2	31	141
TOTAL	292	29	1	4	34	326
Percentage of Total	89.6	8.9	.3	1.2	10.4	

AACC has added 7 persons from minority to its faculty and administrative and professional staff this year, while adding only 21 new positions - a one-third minority hiring rate. Three black faculty members and 2 black persons and 2 persons of Hispanic origin have been added to the administrative and professional staff. There are ten members of minority groups on the professional staff now, while last year there were only 3.

Administrative Coordination

Coordination of the Affirmative Action Plan of this College is the responsibility of the President. Operationally, the Affirmative Action Committee, the Personnel Committee, and the administrative officers and staff of the College are the implementers of the plan. Daily activities dealing with the recruitment of students and the recruitment and hiring of employees are carried out by the Admissions Office, the Personnel Office and its staff (newly created this year), and the Administrative Officers respectively.

To improve the scope and size of applicant pools for all vacant positions and to increase the number of qualified minority applicants an extensive and costly program of classified advertising is conducted in at least five newspapers, including the Baltimore Afro-American, in the local and Baltimore and Washington Metropolitan Areas. In addition, over fifty groups and organizations receive appropriate notification of vacancies as they occur. The program is effective.

Program Cooperation

AACC is actively involved in three programs to enhance the positive contacts it makes with professionals from minority groups: 1) An internship program with the Afro-American Studies Program of UMBC supplying interns to the Admissions Office of AACC; 2) The SBHE Minority/Other Race Internship Program; and 3) The SBHE Faculty Exchange Program.

SECOND MID-YEAR DESEGREGATION STATUS REPORT

CATONSVILLE COMMUNITY COLLEGE

1977

BRIEF DESCRIPTION OF CATONSVILLE COMMUNITY COLLEGE

Catonsville Community College is a two-year, public community college, which is co-educational and non-residential. It is fully accredited by the Maryland State Department of Education and the Middle Atlantic States Association of Colleges and Secondary Schools, and all programs are approved by the Veteran's Administration. The Nursing Program is developed and operated in cooperation with the Maryland State Board of Examiners of Nurses, and the Mortuary Science curriculum has been approved by the American Board of Funeral Service Education.

The College offers 29 career and 5 transfer curricula, for the Associate in Arts degree; and provides Certificate programs in 24 of the career fields. Somewhat unusual career-vocational programs - or clusters of programs - have been developed in recent years, in areas such as air sciences, the construction technologies, and mortuary science.

In addition to on-campus courses, the College operates three major extension programs in neighboring communities, and recently opened a branch campus in nearby Carroll County. Catonsville also offers courses via television, as a participate in a local consortium, and provides some courses through the pages of a local newspaper.

Non-credit courses, institutes, and seminars represent the fastest-growing segment of College operation at the present time. Unique among these are courses provided for the handicapped and those who work with them; continuing education for nurses and allied health personnel; special programs for senior adults and women; and programs for business and industry offered in the business location.

College Philosophy and Objectives, revised and reaffirmed in recent years, commit Catonsville Community College to a program of service which promises educational opportunity to all citizens of its service area, regardless of their age, sex, race, financial circumstances, prior education or experience, or physical condition. This is a commitment toward which all segments of College operation are devoting every resource.

STUDENT COMPOSITION

Catonsville Community College continues to attract an increasingly diverse student population. This may be documented by a comparison of enrollment, personal and program characteristics of enrolled students during Fall 1975 and Fall 1976.

ENROLLMENT CHARACTERISTICS

Fewer students are attending during the day only, more students are attending either at night or both day and night. There were 4972 day students, 3803 night students and 1552 day/night students.

Total student enrollment increased by 422 students during both semesters, 72% of CCC's students have been enrolled part-time.

PERSONAL CHARACTERISTICS

12.5% of CCC's students are ethnic minorities, an increase of .5% or approximately 117 students compared to Fall 1975. Black enrollment has increased by 101 students, other minorities by 16 students and white students by 305. These increases are due to the retention of minority students and the outreach efforts.

The median age range of CCC students is 26-30; 5170 are women, 5157 men. 4927 students are enrolled in career programs; 4013 students are currently enrolled in a general studies program and 1390 students in programs designed to lead directly to transfer. The majority of students reside in western Baltimore County and many attend extension centers located convenient to County residents.

The Admissions Office visits out-of-district schools in Baltimore City upon invitation to take part in college fairs and other programs that were developed by the high schools. The other forms of outreach were made by attending college fairs offered in the City such as the National Direct Search for Talent where the population was predominantly Black. The Admissions Office also visited the Maryland Correctional Camp to participate in a Career Day program.

Overall the effort has been successful. Much has been done to make students of other races comfortable on the campus when they are visitors as well as our attempts to meet them off the campus.

The Admissions Office regularly visits schools in Baltimore County, making certain that every student, regardless of racial characteristics, is aware of opportunities at CCC.

Our orientation programs are tailored to meet, as much as possible, individual needs for students. We have had special events for minority students to give them a greater feeling of ownership at the institution.

The Counseling Center, Admissions Office, Student Activities Office and the College Skills Center have minority faculty members with special sensitivities about these students. Extra effort is expended to make certain that every student is given an opportunity to meet his/her objectives.

Student Activities includes a black student organization which focuses on the special needs and services minority students care about. Special programs which speak to black social and cultural interests were coordinated during the 1976-77 year.

FINANCIAL AID

The College participates in virtually all of the Federal and State financial aid programs available to students, i.e., Supplementary Educational Opportunity Grants, L.E.E.P. Grants, State Scholarships, Nursing Scholarships, National Direct Student Loans, Nursing Loans, Maryland Higher Education Loans, College Work-Study, and other part-time employment.

In the Basic Grant Program, the population of students applying for and receiving need-based assistance has increased from 650 students in 1975-76 to approximately 750 students for the academic year 1976-77. During the current year, about $843,000 will be awarded in need-based programs. For students making a timely application, there is a way to finance a plan to attend Catonsville Community College.

EMPLOYMENT COMPOSITION

Profile by Racial Composition:

	Black	Indian	Asian	Unknown	Foreign	Hispanic	Male	Female	Total
FT Faculty	11	-	-	1	-	3	149	108	257
FT Administrative	2	-	-	-	2	1	24	11	35
FT Classified	33	1	-	2	1	-	105	124	229

A Sub-Committee of the Staff Development Committee developed and presented an in-service training program designed specifically for classified employees during Fall 75. This program attracted a representative number of minority employees. A second program, developed with special emphasis toward classified employees will be given in the Spring.

Catonsville Community College is continuing its practice of recruiting for minorities by advertising all its positions in media with high minority circulation. The College also maintains constant contact with Placement Directors at Colleges with high minority student/faculty populations.

ADMINISTRATIVE COORDINATION

In the formation of College Senate committees and sub-committees which participate in the formation of policy recommendations to the President, there is an attempt to balance divisional representation and to reflect the general sex and race composition of the faculty on these committees.

PROGRAM COOPERATION

Catonsville Community College is involved with the Community College of Baltimore in jointly offering courses at the Social Security Administration headquarters. We also are a contractor in providing programs for Upward Mobility at the same location. Several curriculums are offered which are not offered in Baltimore City and vice-versa, thus encouraging special program enrollments. Programs which are similar or duplicated in the various neighboring subdivisions are generally high demand curriculums with a view toward geographic accessibility as well as economic feasibility. Correctional Services and Fire Protection programs are offered cooperatively at several locations. All programs are open to applicants within the open door policy and swing shift classes are one of the program features designed to accomodate student work schedules. Catonsville Community College also has developed a joint program in Business Accounting with the University of Maryland, Baltimore County to facilitate transfer of CCC students and increase the program options of UMBC students.

THIRD MIDYEAR DESEGREGATION REPORT
CECIL COMMUNITY COLLEGE
1977

Introduction

Cecil Community College, established in 1968, is a commuting public educational two-year institution serving day and evening students in a service area comprising the geographic limits of Cecil County, Maryland, a community with a population of approximately 60,000. The College offers transfer, preprofessional vocational and continuing education programs, as well as cultural and social student and community activities. Emphasis is placed on small classes, outstanding faculty, close association between faculty and students, and rigorous academic standards. The open-door admissions philosophy offers an opportunity for everyone who is admitted to succeed.

Student Composition

Cecil Community College Fall enrollment was comprised of 1,413 full-time and part-time commuter students of which 98.9% were County residents. The ethnic racial composition of the County, according to recent population surveys, consist of a range of 4.5 per cent to 5.2 per cent minority races with blacks comprising approximately 90 per cent of the minority.

Financial Aid

The financial aid to students program at Cecil Community College relies basically on the Federal Aids Programs, i.e., BEOG, SEOG, CWSP, and guaranteed loans. Local scholarships make up the balance of the aid available to students. Applications for aid are accepted and processed up through the Fall and Spring semester registration dates to accommodate many of the minority and lower economic strata students that often do not have the background and experience to adequately plan ahead for their futures. A portion of the funds available are reserved for this segment of the student population. As required by the regulations governing the Federal aid program, need assessment is part of the application and insures that those in the most need receive the necessary. The program could utilize a higher level of funding resources but less than 5% of eligible students applying for aid do not have their needs adequately met. Student aid availability is publicized internally, throughout the service area of the College and through the high schools in the service area.

Employment Composition

The faculty of the institution number 28 professionals is composed of 12 white women and one female of the black race. The remainder of the faculty are white males.

The administrative staff consists of 7 full-time professionals. One is a black male in the position of Veterans Coordinator. In addition, four departmental chairmen work part-time in administration and are all white males. The latter group of part-time administrators are duplicated in the faculty count above. Classified employees number 26 of which 25 are white and 19 are women. One is a black male.

Classified employees have an organization that allows them to be represented as a group to the administrative staff, faculty, and Board of Trustees regarding their own interests. Periodic training is supplied as need is determined. Student Services classified personnel were included in last Spring's staff development program in human potential development. This Spring an extensive training program is planned for the admissions and records classified staff members.

Although recruitment efforts are not extensive, any opening, either faculty or classified, is widely advertised throughout the State of Maryland on areas contiguous to Cecil County in the bordering states of Delaware and Pennsylvania.

Administrative Coordination

The governing organizations of the College consists of a faculty forum and four standing committees. All professionals are represented on at least one committee and all are members of the forum. These bodies have considerable influence on policy and direct access to administration and the Board of Trustees in an official capacity.

Program Coordination

Cecil Community College at present does not have any consortium arrangements with other institutions. However, the institution is working cooperatively with Harford Community College and the University of Delaware on programs. A plan for providing nearby transfer courses for Cecil Community College graduates is being developed with the former and increased computer services and advanced analysis capabilities are under study with the latter.

THIRD MID-YEAR DESEGREGATION STATUS REPORT, 1977
CHARLES COUNTY COMMUNITY COLLEGE

The Charles County Community College is located in Southern Maryland in a region basically rural, but one with an urbanizing trend. The racial composition of the County is changing rapidly. The expanding residential areas in the northern portion of the County are attracting almost exclusively white families. Enrollment of the College has grown at an average of 15 per cent each year since it moved on its permanent campus in 1968.

In order to cope with the high per student costs inherent with its small size, it has been particularly aggressive at attracting revenues outside the traditional sources of tuition, state, and county tax support. Approximately one-third of its total budget for the last six fiscal years has come from federal or other outside sources.

Among its comprehensive offerings the College supports two degree curricula in environmental technology. It is one of the few community colleges in the nation to do so. It is actively involved in projects related to energy conservation education. Allied health programs also are being added to the curricula.

STUDENT COMPOSITION

Charles County Community College enrolled 698 first-time students for the Fall 1976 semester. Of this total, 81 (11.6%) belonged to minority groups. This represents a slight percentage increase from last fall. The largest minority representation was among black students, who made up 87.7% (71 students) of all minority students.

The average age of students has decreased. The average age last fall was approximately 28, while this past fall the average age dropped to 27 years. The percentage of county residents at the College has remained at approximately 88% for the past two academic years; 99% of the student body reside in the state of Maryland.

The ratio of male to female students has changed since fall 1975. The percentage for the fall 1975 semester was 53% male. However, with more women attending the College on a part-time basis, the percentage of male students dropped to 51%.

The College has an active recruitment policy. Students from the local high schools and middle schools are brought to the College on a regular basis for visits to become familiar with the College's programs. Further, the College's minority counselor is conducting personal interviews with black high school students to aid them in planning their future education.

The College employs three organized strategies to aid retention:

1. Accurate course placement including remedial courses and reduced course loads.
2. Specialized courses offered by Student Personnel Services.
    - A. SPS 100 - to explore vocational interests and teach goal setting and study skills.
    - B. SPS 101 - clarification of personal goals, values and strengths, building a more positive self-image.
    - C. SPS 103 - career decision-making and planning.
3. Liberal Academic Policies:
    - A. Withdrawal from any course, without a grade penalty, is possible through the 14th week of classes.
    - B. No student is eligible for academic probation on or dismissal until after the accumulation of 16 credits. This allows at least one semester for adjustment.
    - C. Small classes increase likelihood of the instructor's personal involvement. Students' problems are more likely to be attended to on a personal basis.

FINANCIAL AID AT C.C.C.C. AS OF FALL 1976

Four basic types of financial aid are available to Charles County Community College students. These are scholarships, grants, loans, and student employment. These are funded from Federal, State, Institutional, and private sources.

The College student aid program has kept pace with increasing enrollments. Over 80% of students completing application for financial aid receive some type of assistance. Very few applicants are denied aid, and of that number, very few are denied because of insufficient funds.

All awards are made without regard to race, sex, or ethnic origin. Certain private scholarships may specify a particular county or area of residence of their recipients, but do not otherwise discriminate within those areas of residence.

EMPLOYMENT COMPOSITION, FALL 1976

The racial composition of full-time faculty and professional staff on a percentage basis has increased from 3.7% Black Fall 1975 to 5.3% Black and Hispanic Fall 1976, and decreased from 96.3% Fall 1975 to 94.7% White for Fall 1976. Racial composition of part-time faculty on a percentage basis for all areas of instruction is 5.6% Black and Hispanic and 94.4% White. The racial composition of full-time staff support on a percentage basis has increased from 16% Black and Hispanic for Fall 1975 to 24.3% Black and Hispanic for Fall 1976, and decreased from 84% Fall 1975 to 75.7% White for Fall 1976. The part-time racial composition of staff support on a percentage basis is 100% White.

RECRUITMENT

The College Affirmative Action Plan, approved by the Board of Trustees, established the procedures for recruitment of all full-time faculty and administrators. Position descriptions and requirements are forwarded to all graduate schools in the Washington Metropolitan area and Baltimore. Additionally, the College used the Affirmative Action Register, Faculty Data Bank Registry, the State Board of Higher Education Central Placement Bureau, all local and Metropolitan newspapers, and any special publication serving a specific profession.

IN-SERVICE TRAINING

Charles County Community College has always followed the training technique of on-the-job training. Additionally, classified personnel are encouraged to take advantage of courses offered in their field of endeavor at the College and may participate in seminars and workshops when scheduled.

ADMINISTRATIVE COORDINATION

We have established a Classified Advisory Board for the purpose of providing recommendations on policies at the Charles County Community College. The makeup of the Advisory Board is 20% black employees and 80% white employees. The Board has been active in the development of salary scales and personnel classifications.

PROGRAM COOPERATION

Charles County Community College has cooperative programs for education with the Naval Ordnance Station, the State Office of Employment Security, and Patuxent River Naval Installation. Cooperative projects currently are being developed with the University of Maryland.

Mid-Year Desegregation Status Report

CHESAPEAKE COLLEGE

1977

Chartered in 1965, Chesapeake College began classes in September, 1967, as the only regional community college in the State of Maryland serving Caroline, Kent, Queen Anne's, and Talbot Counties, an essentially rural community. In addition to liberal arts and transfer curricula, the College has expanded its programs in the vocational, technical, and career areas. Chesapeake College now offers 17 technical programs due to the Fall 1976 opening of a new technical building.

STUDENT COMPOSITION

The minority representation in the Fall 1976 decreased 1.8% below the figures of the previous year resulting in a composit minority enrollment in 1976 of 13%. Minority enrollment for the first time matriculants decreased 25% while the rate for all others decreased 27%. The average age for full-time students was 21; for part-time students it was 31. Two hundred and twenty six male students were in attendance during fall 1976 representing 12% increase over the previous year; while the number of full-time female students increased by 11% over 1975. The number of part-time male registrants increased 13% over 1975 while the number of female students increased 15% during the same period. The total enrollment increased 15% over the previous year with most of the growth being realized in part-time students. As to geographic origins, the fall 1976 class came from three states.

In its recruitment efforts over the past year, student teams of both minority and non-minority composition were taken to local high schools to assist in answering questions of prospective students. In the area of student retention, 30% of Chesapeake College's black students returned for a second year as contrasted with 36% of our white students. In accordance with traditions established with the founding of the College, students of all races, age, and sex are encouraged and invited to participate in the College's student activities program. In counseling new students, both black and white students are apprised of the availability of developmental courses to aid them and alleviate skill deficiencies in the academic areas.

FINANCIAL AID

Both Federal and State funds are channeled to students in the College's financial aid program. As of March 15, 1977, the financial aid office has dispersed approximately $146,900 to 168 students under the following programs: Basic Educational Opportunity Grant Program, College Work-Study Program, National Direct Student Loan, Supplemental Educational Opportunity Grant Program, and Maryland State Scholarship Program. Of these 168 students receiving funds, 46% were male, 54% female, 51% were Caucasian, and 48% negro.

The following chart shows the actual dispersements:

Male	Female	Caucasian	Negro	Other Race
46%	54%	51%	48%	1%

Financial aid information has been disseminated widely in the high schools of the region to make all students aware of the resources available at Chesapeake College.

EMPLOYMENT COMPOSITION

Despite continuous efforts by the College to recruit minority faculty members, the college has been able to attract few minority members for new openings and vacancies on the College faculty. In the past year and a half, the College has increased its efforts in this area and as a result have hired one black woman assistant instructor in the Division of Business Careers and one black male Assistant Professor in the Division of Technologies. In addition, the faculty has one female faculty member of Spanish/American ancestry. The overall male/female ratio of the faculty is fairly well balanced at approximately 14 male to 13 female members. The staff composition, on the other hand, has increased from approximately 25% to 28% blacks in the past few years.

In accordance with its Affirmative Action Policy, which has been operational for over three years, the College actively recruits female and minority candidates for its vacancies. In addition, the Affirmative Action Plan encourages in-service training and promotion from within to the extent that internal candidates are qualified to fill existing vacancies.

ADMINISTRATIVE COORDINATION

A newly formed Affirmative Action Committee is presently at work reviewing the College's Affirmative Action Plan and reshaping policies to help guide the College in this area. Representation on this committee, as well as on other College committees, consists of all members of the College Community.

PROGRAM COOPERATION

Whenever vacancies occur on the faculty or staff, the College seeks to encourage minority applicants by communicating with other institutions as to the availability of qualified candidates.

THIRD MID-YEAR DESEGREGATION STATUS REPORT

COMMUNITY COLLEGE OF BALTIMORE

1977

The Community College of Baltimore is an integrated, two year, non-boarding co-educational College. Offering day, evening and summer programs and granting the Associate in Arts degree, CCB because of its inner city location attracts a large number of Black students with less than moderate family income. Economically, many of our White students do not fare much better. Since about 76% of the student body is Black, White students might be regarded as the "Minority" or "other race."

Student Composition

A. Profile of Student Body - Racial and Sex Composition

Over the last several years, the percentage of females and the percentage of minority race persons attending the Community College of Baltimore has increased. In the 1976 Fall semester over 63% of the students were females. The percentage of black students was nearly 76%.

The new Harbor Campus opened in the Fall of 1976 with an enrollment approximating our expectations. The total enrollment was 1321 with Black students representing 61% of the student body. The female percentage was 54%.

The Liberty Campus has a student composition of 78% Black and a female percentage of 65%.

Students entering the Day Division came primarily from Baltimore City Schools, although only a small percentage arrive with a newly granted diploma. Approximately 10% of entering students came after completing the high school equivalency examination

Most students tell us that they came to C.C.B. because it is available and inexpensive. Some came because of our special courses or curricula and because scheduling is flexible. As of interest, Day Division students ranked the following factors which influenced their decision to enroll at the C.C.B.

Good Course Offerings
Location of School
Availability of Curriculum Wanted
Low Tuition
Flexibility in Scheduling

Job Related Courses
Open Admission Policy
Availability of Financial Aid
Services Available to Help Mature
Returning Students
Availability of Remedial Courses

Our students are generally the first in the family to attend college. Less than 10% of our Day Division students are under 21. Many come from homes with marginal incomes.

B. Other-Race Recruitment

Continuing our efforts to stimulate White enrollment at C.C.B., the Office of Recruitment is reaching out to high schools with a preponderance of White students.

In our personal contacts and publicity generally, we emphasize the desirability of students learning in biracial and ethnic environment which is true of the Community College of Baltimore. The academic skills programs of the College are pointed up as appropriate. A special committee has been evaluating the College recruitment program to determine what novel or different approaches are available to us to improve our chances for attracting a higher number of White students.

C. Retention Rates and Academic Skills Programs

1. The Day Division retention rates (holding power) for the last six Spring semesters were as follows:

February, 1972 - 78.1%
February, 1973 - 78.1%
February, 1974 - 76.5%
February, 1975 - 85.5%
February, 1976 - 81.2%
February, 1977 - 83.5%

As the above figures show, the retention rate remained about the same from February, 1972 through February, 1974. While it is difficult to document reasons for the rise in retention rate for the February, 1975 semester, it is felt that the poor economic situation may have been an important contributing factor. Although the February, 1976 retention rate dropped somewhat below the February, 1975 percentage, the actual number of students retained was close to that of the previous year. The College does not break down retention rates of minority and non-minority students.

D. Financial Aid

During fiscal 1977, the student Financial Aid Office hopes to service the financial needs of a greater number of students than in 1976. Female students receive a higher percentage of financial aid than do the male students. Of those receiving financial aid, minorities receive about 85%.

E. Employment Composition

1. Full Time Faculty

On the employment front, C.C.B. is doing well, when compared to other community colleges of the State in the areas of minority and female faculty. The faculty is about 24% Black and 50% female.

2. In the Administrative Area

In this area, the Community College of Baltimore has a rate of about 33% Black and 16% female.

3. The Professional Non-Instructional Personnel

This group which includes counselors and librarians is racially almost equally divided.

4. The Classified

The staff, mostly secretaries, is racially 60% White and 40% Black.

F. Administrative Coordination

There is significant minority presence in every segment of the College family. Minorities participate in policy deliberation and decisions of the Board of Trustees of the College, the Administrative Council (The President's "Cabinet"), and the Senate Executive Committee. The College campus activities have biracial participation, although as would be expected, the Black students predominate.

G. Program Coordination

No significant change from last report

H. Student Government

The students of the Community College of Baltimore, in affirmation of their responsibility for self-determination and the democratic process have established the Student Government association. To actively seek participation of all students the structure of the Student Government Association as approved by the Board of Trustees, has been changed from a General Elective body consisting of seven persons elected school wide to three representative bodies which shall perform the executive, legislative and judicial functions of the Student Government Association.

These three bodies derive their powers from the student representation in the academic departments of the College. Each curriculum will have one or more student representatives depending upon the size of that curriculum. The new structure of the Student Government will be made up of at least 35-40 students, thus assuring both White and Black representatives.

The Vice President of the Student Government Association is White as are six of its Senators.

Third Midyear Desegregation Status Report
Dundalk Community College
1977

INTRODUCTION:

Dundalk Community College belongs to the people whom it serves and who support it. Therefore, we strive to be responsive to the individual and collective needs of our community. To achieve that response, we see the campus extending beyond its present boundaries to include a larger segment of our community. We believe that the community is our campus and the citizenry is our student body.

To implement this philosophy we operate with an open door policy; all who may profit from attendance are encouraged to enroll. We believe each individual can make a worthwhile contribution to the society in which he lives. Furthermore, we believe every individual has the right to enter the open door and to avail himself of the educational opportunities provided by the College.

The College is committed to provide quality instruction, guidance, and opportunities for success. In addition, we believe opportunities for education should be available to persons always, not just immediately after high school, because every citizen has the right to a new beginning, regardless of his former academic record. We believe that individuals respond to different learning situations and that they learn at different rates of comprehension. Therefore, we believe it is our responsibility to find appropriate, effective, educational techniqeus to help every student determine realistic goals, discover his abilities and interests, and develop them to the fullest extent.

Third Midyear Desegregation Status Report
Dundalk Community College
1977

STUDENT COMPOSITION

Race- This semester 89% of the student body is white, one percent less than in 1975. The Black student population constitutes 9% of the total, an increase from the 7.7% recorded last year.

In the Dundalk area, the black population is 5.6% of the total, according to the 1970 census.

Age-The average age of our full time students is 27 while for our part time students it is 31. These are exactly the same as the figures for last year. Thirty-five percent of the student body is over 30 years old.

Sex- There are 20% more males than females among full time students (60% male and 40% female). The male/female ratio among part time students is equal.

The admission efforts of the college are focused in Baltimore County especially in the Dundalk area. The staff of the Student Services at the College maintain regular contact with the local public and private high schools. A new staff position of Admissions Coordinator was instituted this year in order to coordinate recruitment efforts and to maintain an articulation with the other community colleges on any cooperative recuritment effort. The Admissions Office maintains a liason with the Public Relations Office to disseminate recruitment information to the local citizenry.

In addition, the faculty of the College conducts many service programs off campus in all sections of the community. These programs serve as an outreach of the institution into the community and manifest the tenet that the College is part of the community.

Students can enter any phase of the campus activity program at any point during the year. The activities are organized to include both full and part time students. Members of the community are encouraged to participate in many facets of campus life.

Third Midyear Desegregation Status Report
Dundalk Community College
1977

FINANCIAL AID

Financial assistance is available to both financially dependent and financially independent students. The basic criterion for receiving financial assistance is need. A number of options for financial assistance are available to meet educational expenses. They include deferred payment of tuition, community scholarships, loans, state and federal assistance programs, in addition to on-campus and off-campus job opportunities. Guidelines have been developed by the College, state and federal agencies to govern the awarding of financial assistance. Awards are made to eligible students regardless of race with priority to the neediest applicants. All applicants must demonstrate financial need and academic capability. Programs in which Dundalk participates are as follows: Basic Educational Opportunity Grant (BEOG), National Direct Student Loan (NDSL), Supplemental Educational Opportunity Grant (SEOG), College Work-Study, All Maryland State Scholarships and Maryland Higher Education Loans, as well as local scholarships, loans, and work programs.

With regard to the adequacy of these funds, the Basic Grant Program has supplemented education expenses of our students but has not completely met their need. Even with the other programs there are still needy students at Dundalk Community College.

The following is a profile according to racial composition of the students who have received financial aid thus far in the 1976-77 Academic year.

TYPE OF AWARD	BLACK	WHITE	OTHER	TOTAL
Basic Educational Opportunity Grant	125	321	4	451
Supplemental Educational Opportunity Grant	2	29	1	32
College Work Study	19	91	0	110
National Direct Student Loan	2	18	0	20

Third Midyear Desegregation Status Report
Dundalk Community College
1977

EMPLOYMENT COMPOSITION

The following information on employees is taken from the SBHE Form E-1 submitted to the state government on November 30, 1976. Dundalk Community College has a total of 217 employees of these employees 21 or 9.6% were black. The minority distribution was as follows:

The was a total of 137 full-time employees of which 19 were black and 2 asian. Of the 80 part-time employees, 2 were black and 1 was Indian.

Announcements of all available professional positions are regularly sent to the Deans of colleges and universities in the area which have predominantly black student bodies, including Community College of Baltimore, Coopin, Morgan, and Howard. These positions are also advertised in newspapers which reach a black readership, including the Baltimore Afro-American and the Baltimore Sun.

Our Affirmative Action Guidelines specify that qualified minority candidates be considered for all academic positions. When these guidelines are accepted, increased recruitment efforts will be made by our Affirmative Action office and by divisions of the college to attract applications from black professionals for our faculty and administrative staff.

Third Midyear Desegregation Status Report
Dundalk Community College
1977

ADMINISTRATIVE COORDINATION

The college community represented by both the faculty and staff is considering the adoption of our proposed Affirmative Action Plan. This plan requires minority representation on all College Councils and Committees appointed by the Dean. In addition, Division Chairpersons are required to encourage full participation of minority faculty in decision making and leadership roles within each academic division.

The proposed plan also requires the administration of the College to establish specific goals in relation to affirmative action and timetables for the implementation of these goals.

PROGRAM COOPERATION

This year the Power Technology Curriculum at Dundalk Community College was approved as a regional program thereby making it a cooperative one with the Community Colleges in Baltimore City, Baltimore County and the counties contiguous to Baltimore County. In addition, Dundalk Community Coolege cooperates with Catonsville Community College and Essex Community College in offering two cooperative programs,one in Criminal Justice and another in Data Processing. Also, the College has established an articulation program with Coppin State College in Special Education whereby courses offered through Coppin will be taught on campus at Dundalk Community College.

THIRD MID-YEAR DESEGREGATION STATUS REPORT

ESSEX COMMUNITY COLLEGE

1977

Essex Community College continues to be a two-year co-educational institution offering classes throughout the year for both part-time and full-time students. Courses are scheduled day and evening during the week and on weekends at the campus and at Neighborhood College Center locations.

Essex Community College clearly states at the beginning of its publicly circulated catalogue that no person shall, on the basis of race, color, sex, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity of this institution. To further this over-all opportunity for self-advancement, the College functions as a cultural center for the community and thus provides a source of enrichment for its citizens and a stimulus for raising their levels of aspiration and accomplishment. Essex Community College believes that one of the primary responsibilities of a democracy is to provide for the education of the individual citizen to his maximum ability. Because the local community is the center of American life, the community must always have a direct concern for the self-realization of its citizens. The accomplishment of this objective is a major concern of the community college. Therefore, to maximize their chances of success, Essex Community College maintains an open door to all citizens of the community which it serves who may profit from attending.

STUDENT COMPOSITION

The 1976-77 Essex Community College enrollment of 8,726 students maintains the 20% increase over the previous year 1975-76. Of this 8,726 student enrollment, 2,978 are full-time and 5,748 are part-time. The distribution of men and women continues to be nearly 50/50. 63% of the students enrolled are 21 years of age or older. 86% of the students are residents of Baltimore County. 77% of the students are working either part-time or full-time.

The continual comparison statistical reports over the past 10 years reflects a larger portion of the student body pursuing a part-time program. Women enrollment continues to be on the upgrade.

The minority student enrollment continues to increase at Essex Community College. This enrollment encompasses between 4 to 5% of the student body. In 1974 the enrollment of minorities was 2.9% thus we have an increase of 1.1% again this year and over the past five years have fluctuated from 2.2 to 4% student minority enrollment. We continue to be proud of this increase considering the community that Essex Community College serves is composed of approximately 5% minority citizens.

Essex Community College continues to actively recruit minority students through cooperative programs with its sister colleges, Catonsville and Dundalk. The main thrust, though, is through the high school recruitment program where a representative from the admissions office visits local high schools once a month and works closely with the students and counselors.

The College is more than concerned about not only making itself accessible to all members of the community, but in providing a meaningful learning experience as well. Essex's counseling staff is available to provide a broad range of services ranging from personal counseling and diagnostic evaluation to a well established, comprehensive reading and study skills program.

Essex Community College strives for the continued encouragement of minority students to participate in campus activities ranging from intercollegiate athletics to the Black Student Union. The BSU has upgraded and increased its variety of activities during the year with it's continued aims of promoting black awareness on campus and within the community.

FINANCIAL AID

The Financial Aid Office at Essex Community College administers federal, state, and institutional programs and strives to assist students financially in completing their educational objectives at the College.

Essex participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participating colleges in CSS subscribe to the principle that the amount of financial aid granted a student should be based on financial need.

The philosophy of the Financial Aid Office is to provide a "package" of financial assistance for the express purpose of helping a student meet educationally related expenses. The specific "package" offered any student is contingent upon the availability of funds and the student's demonstrated financial need. Financial need represents the difference between the cost of attendance and the amount of resources available to the student.

The entire financial aid program has grown at a rate that exceeds that of the enrollment growth of the College. The present and projected total level of funding of the financial aid programs will be adequate to meet the needs of our students through fiscal year 1978.

For the minority distribution see Appendix (A) following this report.

EMPLOYMENT COMPOSITION

The Faculty of Essex Community College has a racial composition that incorporates 3 Black and 5 Asians among its 190 members. The Administration has 2 Black members and the Classified Personnel of the College has a representation of 20 Black persons among its 416 employees, with an additional 5 Asians.

Essex has been operating under a firm endorsement by the Administration of an active Affirmative Action Plan. Every effort has been made to openly recruit by advertising all positions of employment at the College. With a new revision and issue of job descriptions and the standardization of all testing in each employment position we hope that our added efforts will begin to encourage more blacks and minorities to seek employment at this institution. We are most aware favorable conditions to attract minorities must exist at the College and have reviewed and revised our efforts with vigor.

Additionally, newly instituted evaluation forms and promotional incentives have encouraged our Classified employees to pursue upward mobility programs that are under the direction of the Office of Personnel Services at Essex Community College.

ADMINISTRATION COORDINATION

The Administration of Essex Community College firmly supports the Affirmative Action Plan, the Office of Personnel efforts and the general campus attitudes that Essex can improve its racial and other minority representation and has endorsed all of the efforts made by providing personal support and funding to continue the programs the College has instituted.

The Administration has made a positive effort to assure that what racial and minority members that are part of our employment composition are active in our policy making decisions, as well as their recognition of female representation.

PROGRAM COOPERATION

Essex Community College is one of the three Baltimore County Community Colleges. All the efforts of this report are equally supported and participated in by its sister colleges of Catonsville and Dundalk. The Board of Trustees governs the three institutions and encourages each and all in its efforts to encourage racial and minority representation in each segment of the College population.

APPENDIX (A)

1976 - 77

Male........................700
Female......................643
White......................1065
Black.......................261
Asian........................10
American Indian...............7

Grants & Scholarships

White Male..........476
White Female........388

Asian Male............7
Asian Female..........8

Black Male.........152
Black Female........93

American Indian Male.....5
American Indian Female...2

Loans

White Male...........53
White Female.........51

Asian Male............0
Asian Female..........0

Black Male..........18
Black Female........21

American Indian Male.....0
American Indian Female...0

Work-Study & Student Aid

White Male..........104
White Female........154

Asian Male............3
Asian Female..........0

Black Male..........23
Black Female........26

American Indian Male.....1
American Indian Female...1

THIRD MID-YEAR DESEGREGATION STATUS REPORT
FREDERICK COMMUNITY COLLEGE
1977

INTRODUCTION

CO-EDUCATIONAL, PUBLIC, COMPREHENSIVE COMMUNITY COLLEGE INCLUDING TWO-YEAR DEGREE AND CERTIFICATE PROGRAMS IN ARTS AND SCIENCES, BUSINESS ADMINISTRATION, BUSINESS MANAGEMENT, DATA PROCESSING, DENTAL ASSISTING, NURSING EDUCATION, TEACHER EDUCATION, SECRETARIAL SCIENCE, ELECTRONICS TECHNOLOGY, PARK OPERATION AND MANAGEMENT, AND AIRCRAFT MAINTENANCE.

FIFTY-FIVE FULL-TIME FACULTY AND PROFESSIONAL STAFF MEMBERS SERVICED 1,828 STUDENTS ENROLLED IN CREDIT COURSES. AN ADDITIONAL 10,000 ENROLLEES OF ALL AGES WERE SERVICED IN NON-CREDIT SHORT-TERM CONTINUING EDUCATION COURSES.

STUDENT COMPOSITION

STUDENT ENROLLMENT IN CREDIT COURSES AT FREDERICK COMMUNITY COLLEGE HAS INCREASED FROM 1,089 IN THE FALL OF 1972 TO 1,828 IN THE FALL OF 1976, AN INCREASE OF 68%. WITH FEW EXCEPTIONS OUR STUDENTS RESIDE IN FREDERICK COUNTY AND THE MEDIAN AGE OF THE STUDENT POPULATION IS 24. DURING THE FALL OF 1976, 120 STUDENTS ENROLLED ARE CLASSIFIED AS AMERICAN INDIAN, NEGRO, ORIENTAL AND SPANISH SURNAMED, OR 6.8% OF THE TOTAL ENROLLMENT.

THE COLLEGE IS AND HAS ENGAGED IN A COMPREHENSIVE PLAN TO RECRUIT STUDENTS.

- STUDENTS IN GRADES 8-12 ARE BUSED TO THE CAMPUS FOR RECRUITING PURPOSES ON A REGULAR SCHEDULE.
- COLLEGE RECRUITING TEAMS MADE UP OF FACULTY-COUNSELORS-ADMISSIONS OFFICERS VISIT LOCAL HIGH SCHOOLS ON A REGULAR SCHEDULE.
- AS THE TEAM OBSERVED, A SYSTEMATIC AND EXTENSIVE PROGRAM OF PUBLIC INFORMATION AND ADVERTISEMENT IS PURSUED EACH YEAR.

ALSO, IN TERMS OF ATTRACTING BLACK STUDENTS TO OUR INSTITUTION, WE HAVE MET WITH SOME LIMITED SUCCESS.

	NO.	% OF STUDENT POPULATION	% INCREASE
1972-73	55	5.1	
1973-74	64	5.1	16.4
1974-75	74	5.1	15.6
1975-76	94	6.0	28.8
1976-77	101	5.5	7.5

THE COLLEGE IS WELL AWARE OF ITS OBLIGATIONS TO SERVE THE DISADVANTAGED. THIS PROGRESS HAS BEEN ACHIEVED BY A COMPREHENSIVE RECRUITMENT PROGRAM AND HAS BEEN SUPPLEMENTED BY THE FOLLOWING SPECIAL EFFORTS.

- A BLACK COUNSELOR WAS HIRED IN 1974 AND IS AN ACTIVE PART OF THE VARIOUS RECRUITING TEAMS.
- THE COLLEGE RENTED A VACATED STORE IN THE LOW INCOME/BLACK POPULATION CENTER IN DOWNTOWN FREDERICK CITY, AND AN INTENSE PROGRAM OF IDENTIFICATION OF THAT POPULATION WITH OPPORTUNITIES AT FREDERICK COMMUNITY COLLEGE WAS CONDUCTED.
- A FREE BUS SERVICE FROM DOWNTOWN FREDERICK TO THE CAMPUS (1½ MILES) WAS IMPLEMENTED BUT WAS DISCONTINUED BECAUSE OF LACK OF SUPPORT.

IN SO FAR AS PROVIDING SERVICES TO BLACK STUDENTS, WE AT FREDERICK COMMUNITY COLLEGE ARE PLEASED BUT NOT SELF-SATISFIED ABOUT OUR EFFORTS.

WHILE THE TOTAL COUNTY POPULATION INCREASED BY 13% DURING THE PAST FIVE YEARS, THE PERCENTAGE OF BLACK POPULATION REMAINED CONSTANT - YET ENROLLMENT OF BLACK STUDENTS AT FREDERICK COMMUNITY COLLEGE HAS INCREASED SUBSTANTIALLY EACH YEAR.

FINANCIAL AID

AN ANALYSIS OF FINANCIAL AID PROVIDED TO DISADVANTAGED STUDENTS FROM 1974 THROUGH 1977 REVEALS A 111% INCREASE.

	1974-75		1975-76		1976-77	
INCOME LEVEL	# OF STUDENTS AIDED	AMOUNT	# OF STUDENTS AIDED	AMOUNT	# OF STUDENTS AIDED	AMOUNT
$0 - $2,999	19	$ 8,008	20	$16,946	29	$30,771
$3,000 - $5,999	18	11,628	22	14,690	20	17,175
$6,000 - $7,499	6	3,033	13	9,835	11	8,018
$7,500 - $8,999	12	7,012	13	8,855	9	6,583
TOTAL	55	$29,681	68	$50,326	69	$62,547

ONCE THE COLLEGE HAS ATTRACTED STUDENTS TO THE CAMPUS, A PLANNED PROGRAM OF REMEDIAL SERVICES IS MADE AVAILABLE AND OUR COMPLETE WITHDRAWAL RATE OF 4.2% IS SATISFACTORY, IN OUR VIEW.

EMPLOYMENT COMPOSITION

THE COLLEGE EMPLOYS A TOTAL STAFF OF 99. OF THIS GROUP 56 ARE PROFESSIONAL FACULTY AND STAFF MEMBERS, AND 43 ARE SUPPORTIVE PERSONNEL. THIS WORK FORCE IS SUPPLEMENTED BY A NUMBER OF PART-TIME PERSONNEL.

THE FULL-TIME STAFF INCLUDES ONE BLACK ADMINISTRATOR AND ONE ORIENTAL FACULTY MEMBER. THE SUPPORTIVE STAFF MEMBERSHIP INCLUDES TWO BLACKS AND TWO SPANISH-AMERICANS.

THE COLLEGE HAS HIRED A CONSULTANT FIRM, DEVELOPED AND ADOPTED AN AFFIRMATIVE ACTION PLAN. IN THAT PLAN, THE READER IS PROVIDED A DETAILED DESCRIPTION OF ACTIONS TAKEN TO INSURE EQUAL EMPLOYMENT OPPORTUNITIES AT OUR COLLEGE.

THE COLLEGE HAS ENGAGED IN A FORMAL IN-SERVICE PROGRAM FOR SUPPORTIVE STAFF MEMBERS DURING THIS PAST YEAR.

ADMINISTRATIVE COORDINATION

THE ADMINISTRATION OF FREDERICK COMMUNITY COLLEGE STRONGLY SUPPORTS OUR AFFIRMATIVE ACTION PLAN. EVERY EFFORT HAS BEEN MADE TO ENCOURAGE MORE BLACKS AND MINORITIES TO SEEK EMPLOYMENT AT FREDERICK COMMUNITY COLLEGE.

THIRD MID-YEAR DESEGRATION STATUS REPORT

GARRETT COMMUNITY COLLEGE

1977

Garrett Community College is a comprehensive and community-oriented college located adjacent to Deep Creek Lake in Mc Henry, Md. Admission is granted without regard to race, creed, color, sex, age or national origin. The College opened in the Fall of 1971. It is accredited by the Maryland State Department of Education and the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. Garrett County is a rural, low socio-economic and Appalachian area. The county has a population approximating 21,500 with a proportion of non-caucasions of less than one percent.

STUDENT COMPOSITION

The GCC student population has been caucasion with the exception of one black part-time student in the Fall of 1976. In each of the past 2 years but one or two black persons have indicated interest in attending the college full-time. With our encouragement they visited the college campus. Housing opportunities were arranged for the prospective students, however, they chose not to enroll.

Our Fall 1976 enrollments included some 260 full-time and 265 part-time students, all but one were caucasion. Most of the full-time students were male; most of the part-time students were female. Almost all of our students are Appalachian with orgins in Garrett County. A few enroll from near by communities in Pennsylvania and West Virginia. Our recruitment actions, including advertising, high school visitations and cooperative arrangements with other institutions, emphasize equal opportunity for all applicants. Should we in the future enroll minority students, they would certainly be encouraged to participate in any and all campus activities.

FINANCIAL AID

GCC participates in the Federal grant, college work study and loan programs. Additional aid is available from local agency sponsored scholarships. Forty-five per cent of our full-time students receive financial aid. An average award approximates $950. OUr annual allocation of student aid funds has been adequate to meet the needs of students qualifying for aid.

EMPLOYMENT COMPOSITION

The college employs 100 full-time faculty, staff and non-professionals and 47 part-time faculty, all of whom are caucasion.

Our recruitment efforts stress equal employment opportunity; however, but 1 to 2 per cent of applicants have been members of minority groups. Non has been sufficiently qualified to employ against the vacancies being filled.

ADMINISTRATIVE COORDINATION

All GCC employees do participate in policy making processes where those policies are of concern to them. Our faculty and personnel policy manuals were developed with input and approval by all employees.

PROGRAM COOPERATION

The GCC staff has understanding of, and cooperates with, desegregation programs of other institutions in this region.

THIRD MID-YEAR DESEGREGATION STATUS REPORT
HAGERSTOWN JUNIOR COLLEGE
1977

Hagerstown Junior College is a community-oriented public two-year college which acts upon the belief that all who seek further education should have this opportunity. Hagerstown Junior College is designed to satisfy the needs of people to be served by: (1) developing the skills and basic intellectual qualities in them for further education and occupational competence; (2) expanding their knowledge about themselves and the world in which they exist; (3) providing them with the opportunity to pursue cultural and intellectual interests; (4) encouraging them to think logically and critically; (5) aiding them in the realistic appraisal and fulfillment of their goals, abilities, and achievements; and (6) fostering an awareness of their obligations in a democratic society.

Hagerstown Junior College endeavors to serve the educational needs of the community by performing these educational functions:

General Education -- providing for all students additional general education background and experience in conjunction with study required for the continuance of formal education or the direct pursuit of a career field.

Transfer Programs -- offering a variety of two-year curricula which parallel the first two years at a four-year college or university.

Career-Oriented Programs -- making available curricula which prepare the individual for immediate employment in technical and business fields at the semi-professional level.

Directed Studies -- offering courses to reinforce academic skills and strengthen the transition into transfer and career programs by special studies, a Reading and Study Skills Center, and substantial assistance from counseling, motivational attitude training, and placement service.

Continuing Education -- providing courses that make it possible for interested individuals to acquire new skills, to explore new interests, to upgrade existing talents, or to expand cultural horizons.

Counseling -- making available the testing, guidance and counseling services that will assist the student in becoming aware of his potentialities and interests, as well as his limitations.

In the area of degree-credit education, Hagerstown Junior College currently offers seven transfer curricula (with options) and twelve career-oriented curricula (with options) leading to the Associate in Arts degree. The transfer curricula are an Arts Sequence, Business Administration, Communications, Engineering, Mathematics, Science (with Biology, Chemistry, and Physics options), and Teacher Education. Career-oriented curricula include Accounting and Business, Administration of Justice (with a Correctional Services and Police Services option), Data Processing, Early Childhood Instructional Aide, Electrical Engineering Technology, Mechanical Engineering Technology, Hospitality (including a Hotel-Motel option), Management, General Merchandising, Nursing, Radiologic Technology, and Executive Secretarial. In addition, five certificate programs are offered: Administration of Justice -- Correctional Services or Police Services, Paramedic, Professional Clerk-Typist, and Secretarial Administration.

In the area of community services, the College plans, promotes, conducts and evaluates the following activities: non-credit courses; credit courses especially designed and scheduled for adults; conferences, institutes, workshops; cultural activities; health and recreational programs; manpower training programs; special events and activities; and programs offered in cooperation with state and local agencies, civic organizations, business and industry, and other colleges and universities.

Student Composition

In the fall of 1976, degree-credit enrollment at Hagerstown Junior College showed an enrollment of 1,003 men and 969 women for a total headcount of 1,972. Of this total, 901 were enrolled on a full-time basis and 1,071 on a part-time basis. Of this degree-credit enrollment, 1,835 (93.0%) were white and 137 (7.0%) were non-white; this reflects a change from the fall of 1970 when 1,305 (98.6%) were white and 19 (1.4%) were non-white. Some of the trends in student enrollment over the last few years which are evident includes:

1. An increase in the number and percentage of female students -- Fall 1970 was 62.2% male and 37.4% female while Fall 1976 was 50.8% male and 49.2% female.

2. An increase in the number and percentage of part-time students enrolled -- Fall 1970 showed 64.3% full-time and 35.7% part-time while Fall 1976 shows 45.7% full-time and 54.3% part-time.

3. Relatively little change in the average age of students enrolled, because the increased age brought on by the higher number of part-timers has been offset by the growth in the number of high school students currently enrolled -- the average age remains in the 25-27 range; and

4. An increase in the number and percentage of students enrolled in career programs -- Fall 1970 had 71.4% transfer and 28.6% career while Fall 1976 had 50.2% transfer and 49.8% career.

Currently, approximately 92% of Hagerstown Junior College students come from Washington County, 2% from other Maryland counties, and 6% from out of state. Most of these students are first-generation college students and approximately half of the full-time students work while they are attending college.

Minority students and alumni are used in high school visitations to recruit minority students to enroll at Hagerstown Junior College. In addition, minority recruiters are invited from four-year colleges and universities to come to the campus to recruit HJC graduates. Also, there has been an increased use of minority pictures in recruitment literature and addition of black literature courses in both credit and non-credit offerings. The Community Services portion of the College has offered courses in the predominantly black area of Hagerstown. Further, HJC has both credit and non-credit cooperative programs with two predominantly black local correctional institutions -- Maryland Correctional Institute and Maryland Correctional Training Center.

In an effort to retain students, HJC offers a directed studies program in Reading, Mathematics, and English and has a Reading and Study Skills Center to provide special assistance. There has also been an increased counseling effort to help retain minorities. Although a comprehensive attrition/retention study has been done at the College, it does not differentiate racially and thus there is no available information on minority retention rates.

All HJC students are welcomed and encouraged to participate in student activities but a specific effort is made to have minority performers in cultural programs (both individual and groups), dance bands that would be more attractive to minorities, and movies which are minority-oriented.

Financial Aid

The purpose of the Financial Aid Office at Hagerstown Junior College is to help every applicant regardless of race, sex, religion, age, or origin to meet their financial needs for education through a sound program of administering sufficient funds, an effective counseling service on financial matters, and general help in college budgeting. Hagerstown Junior College is participating in the basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, College Work Study Program, National Direct Student Loan, Nursing Scholarships, Law Enforcement Education Program, Senatorial Scholarships, Hagerstown Junior College Foundation, Hagerstown Junior College Scholarships, Hagerstown Junior College Loans, and various community scholarships. No eligible students have been denied financial aid for the 1976-77 academic year.

The minority student population at Hagerstown Junior College is 7.0% of the total student population; 27% of the funds allocated for financial aid are being received by minority students this 1976-77 academic year.

Employment Composition

In the Fall of 1976, Hagerstown Junior College employed on a full-time professional basis 79 white staff and 2 non-white and on the classified staff, 56 white staff members and 1 non-white. In the part-time degree-credit instructional staff, there were 42 white lecturers and 1 non-white. In the Community Services non-credit teaching staff, there were 120 white lecturers.

Hagerstown Junior College has made consistent and positive recruitment efforts for other race faculty and administrative staff whenever openings occur.

Included in these efforts are advertising in most major newspapers and leading black newspapers (such as the Afro-American newspapers), Affirmative Action Register, and Chronicle of Higher Education. In addition, direct contacts are made with the placement offices of the major black universities which might supply minority applicants. Documentation is maintained at the College in order to monitor the results of these recruitment efforts.

Administrative Coordination

Members of the College community are provided the opportunity and are encouraged to serve on various College policy-recommending committees -- this includes faculty, administrators, classified staff, and students.

Program Cooperation

Hagerstown Junior College is currently involved in cooperative program efforts with the Maryland Correctional Training Center. Included is a college program for inmates at MCTC as well as an opportunity for certain inmates to attend courses on campus. Also included is a provision for MCTC correctional officers to attend HJC courses either at the institution or on campus. Other cooperative program efforts exist with Fort Ritchie, Hagerstown Business College, Maryland College of the Air, The University of Baltimore, Coppin State College, and Frostburg State College.

THIRD MIDYEAR DESEGREGATION STATUS REPORT

HARFORD COMMUNITY COLLEGE, 1977

DESCRIPTION

Harford Community College is a comprehensive two year college with a goal of assisting the student in bringing about positive change in his/her life situation. The College wants each student to become whatever he or she is capable of and wants to become, and stands ready to provide instruction, counseling and activities toward the end. Harford Community College is unique in that it has the responsibility for all adult education programs of the community it serves.

STUDENT COMPOSITION

The proportion of part-time students has risen dramatically during the past decade. At Harford Community College, part-time enrollments were up over five percent from Fall 1975.

The average age of our students is rising significantly. We feel this is largely due to the growth among part-time students. The proportion of students 26 or older has doubled in the past ten years and now totals over 42 percent of the College population. Among full-time students, 73 percent are 20 or below, while among part-time students, 80 percent are 21 or above.

The number of women attending part-time has nearly doubled since 1968 and they now total over one-third of the enrollment. The proportion of men attending full-time and part-time and women attending full-time has remained fairly constant.

While single persons constituted almost seventy percent of the students in 1968, eight years later, single students comprised slightly over half of the enrollment. While the major increase was among married students, there were increases in persons who are divorced, separated, and widowed.

The change in racial composition has not changed significantly. Black persons constituted 8.4 percent of the population of Harford County in 1970. In the Fall of 1976 black persons constituted 8 percent of the student body.

The majority of the students come from within Harford County from five areas; Bel Air, Havre de Grace, Aberdeen, Edgewood, Joppa and Joppatown. Approximately 3 percent are from other counties, other states or foreign.

Extent of employment among part-time students has been fairly stable during the past five years. While thirty five percent of our part-time students work 40 hours or more per week, one-fourth of our part-time students are not employed at all. Among full-time students, there is a tendency in the last few years toward more hours spent working. There also seems to be a seasonal variation in that full-time students take on greater work loads during the fall semesters.

SPRING 1977	New Minority Enrollments		Total Minority Enrollment	
	Full Time	Part Time	Full Time	Part Time
Black	10	5	93	76
American Indian	0	0	6	9
Oriental	1	1	13	8
Spanish Surnamed	0	0	2	2
	11	6	114	95

There is no specific retention program at Harford Community College. However, retaining students is a real concern of the College and has resulted in the following specific special courses aimed at improving specific skills:

Reading and Study Skills Laboratory
Mathematics Laboratory
Career Decision Making Course
Dynamics of Human Interaction
Human Potential Seminar
Pre-Nursing Seminar
Modification of Basic English Composition Course
Pre-Chemistry Course

Students are encouraged, but not required, to take these courses as needed. The intention is that the chances of the student's academic success is improved by these courses and their retention is more likely.

FINANCIAL AID

Harford Community College participates in all the federal programs (Basic Grant, Supplemental Grant, National Direct Loan, Nursing Scholarship and Loan, Work Study). There is no financial aid earmarked for any minority group because it is in violation of Titles VI and IX. However, it is not necessary because the Basic Grant Program is an entitlement and if the student demonstrates need, the funds are available. All students are counseled in an interview situation and in group sessions in the community on the availability of aid from federal, state, and local resources. In the case of racial minorities, statistics reveal that black students receiving financial aid at Harford are of a higher percentage than the other minority students.

EMPLOYMENT COMPOSITION

Harford Community College's teaching faculty includes a one percent representation by minority females (Black) and one percent minority male (Asian). The Administrative Staff has no minority representation. The Classified Staff reflects six percent minority male (Black) and six percent minority female (Black) with one percent minority female (American Indian).

All open faculty and administrative positions are advertised in several newspapers, such as the Baltimore Sun and New York Times, The Chronicle of Higher Education, two Black newspapers, two Spanish-language newspapers, and/or in one Indian newspaper.

These efforts will continue in the future and are monitored by members of the Affirmative Action Committee which can notify an office on Campus of non-compliance of Affirmative Action Plan of Harford Community College. Currently, at least two members of the Committee read the Applicant Status Report submitted to the Committee Chairman each time a position is filled to determine if any violations of the guidelines occurred.

Further, educational seminars have been held for those hiring and more are planned for all persons on Campus who hire. The Affirmative Action Plan is being translated into measurable guidelines to further this effort. To date, full cooperation has been forthcoming from all areas of the College community.

Lack of funds and staff have prevented Harford Community College from developing a formal on-going in-service training program. However, full-time employees are encouraged to take advantage of the tuition waiver offered by the State to participate in courses offered by the College. In some cases, employees are allowed to take courses during working hours if the course is job related and the released time is made up.

ADMINISTRATIVE COORDINATION

Most committees that require classified representation are appointed committees. The administration insures minority representation. On elected committees, minority representation has been consistently made available.

PROGRAM COOPERATION

Both our Affirmative Action Committee and Our EEO Officer have participated in cooperative workshops presented for the purpose of disseminating information related to these areas. We have also cooperated with other institutions in a job-posting, job-advertising project. This is being refined and formalized into a job bank within the State of Maryland.

THIRD MID-YEAR DESEGREGATION STATUS REPORT
HOWARD COMMUNITY COLLEGE
1977

Introduction

Howard Community College recognizes that its mission is to serve post-secondary educational and cultural needs of the local community. The College believes that no organization, community, or nation, especially a democratic one, can function at maximum effectiveness unless the involved individuals are knowledgeable and possess the requisite skills to assist them to become contributing members of a community.

The College recognizes the importance of the growth of the individual (regardless of age, creed, race or sex) and believes that through its educational offerings, the student should be assisted in developing intellectual curiosity, independent judgment and critical thought. As a result of his/her interaction with a diverse faculty and student body, the student should be more aware of individual differences and, therefore, more tolerant and capable in his/her dealings with other human beings. Furthermore, during the student's courses of study, he/she should be assisted in acquiring methods of obtaining knowledge and solving future problems as part of the lifelong process of learning.

In implementing its philosophy, the College utilizes the systematic approach to instruction, employing measurable objectives in all courses. Many learning programs are self-paced and individualized, allowing students to progress at their own rates. The College has instituted a non-punitive grading system which allows students with unique learning rates to utilize more than one semester in completing a course. It further offers developmental reading, writing and mathematics programs which allow academically disadvantaged to overcome deficiencies.

Student Composition

A. Narrative Profile

Data on student composition by race, sex, county of origin, full-time/part-time status, first-time/returning has been filed in Howard's HEGIS and MCHE reports. (See Opening Fall Enrollment; Residence by County of Origin; Application, Acceptance and Admission, Enrollment by Program and Race). Data in these reports point out that 15 percent of Howard's students are minority group members and 66 percent are females. Minorities and females are enrolled in every college program. Twenty-nine percent of the minority race students are enrolled full-time as compared to 28 percent of the non-minority race students. Thirty-five percent of the males as compared to 24 percent of the females are enrolled full-time. The median age of the HCC student body is 26.4 and the mean age is 28.2. Since Howard is projected in the Maryland Desegregation Plan to have 12 percent minority student composition by 1980, the College has already exceeded the goal.

B. Recruitment Efforts

Howard Community College is an open door college and does not discriminate on the basis of race, sex, age, religion, national origin or disability of qualified handicapped. The proportion of minority students enrolled at HCC currently is above that which is projected in the State Desegregation Plan for the Year 1980. Every effort is made to develop recruitment literature which is appealing to persons of any race or sex and the affirmative action policy statement is being included in all recruitment literature.

C. Retention Rates

The Maryland Council required that Howard file a report in Fall 1976 entitled, "Student Progression." This report relates to retention by race and sex. The report indicates that there is a tendency for minority students to have lower retention rates and higher rates of academic dismissal. A research project, planned for fall 1977, will study the correlates of student success at Howard Community College and will include race as a variable. This information will then be utilized to identify potentially unsuccessful students so that special academic assistance and counseling can be provided.

Financial Aid

Howard annually files an MCHE report entitled, "Number of Students Receiving Financial Aid." Data in this report indicate that 67 percent of the College's financial aid dollars are awarded to women (66 percent of the College's students are female) and 46.8 percent of the College's financial aid dollars go to minorities (15 percent of the College's students are minorities). Thus, the financial aid programs are serving minorities and women very well.

Employment Composition

A. Narrative Profile

Howard completes a number of HEGIS and MCHE reports each year pertaining to staff composition and salaries by race and sex. These include "Employees in Institutions of Higher Education," "Salaries of Full-Time Employees," and "Faculty by Instructional Program." Twenty-two percent of the new staff added to the College between October 31, 1975 and October 31, 1976 are minorities. No minorities resigned, retired or were dismissed during this period. Most of the staff additions of minorities came in supporting staff areas. Fifty-nine percent of the professional staff are females. Goals for staff hiring are outlined in the College's Affirmative Action Plan.

B. Recruitment Efforts

The College filed on January 28, 1976, its Affirmative Action Plan with the State Board for Community Colleges and the Department of Health, Education and Welfare. In it, specific recruitment procedures are outlined which require contacts with women's and minorities' organizations and require advertising in publications which are aimed at the interests of women and minorities. The College has been following these Affirmative Action guidelines since their approval by our Board of Trustess on October 23, 1975.

The Plan called for the appointment of a Personnel/Affirmative Action Officer. The appointment was made in June 1976. Goals under the College's Management by Objectives program have been committed both to carrying out and evaluating the Affirmative Action Plan and to developing the related personnel administration methods and procedures required to fully integrate Affirmative Action commitments into the College's methods of operation.

Administrative Coordination

Because of substantial numbers of females at Howard, nearly every policy-making committee has female representation. Because we have goals for minority staff members, however, it is not always possible to have minority staff members on all policy-making committees. Minority group members are participants in the College's Internal Governance committee process, however; and the College Council, our primary Internal Governance mechanism, is chaired by a minority group member.

Program Cooperation

The College's Bio-Medical Engineering Technology program, because of its unique nature, is available to students from other Maryland counties at in-county tuition rates.

THIRD MID-YEAR DESEGREGATION STATUS REPORT
MONTGOMERY COLLEGE
1977

Introduction

Montgomery College, the first community college in the State of Maryland, was organized in the spring of 1946 as the higher education division of the Montgomery County School System. Today Montgomery College is a comprehensive multi-campus institution operating independently from the public school system but under the coordination of a State system of community colleges. The College offers the Associate in Arts degree and Certificates in diverse curriculums which prepare students for technical and semi-professional careers, and for transfer to baccalaureate programs in other colleges and universities. The College also provides through its Community Services offerings a variety of continuing education and cultural programs. The campuses are located at Takoma Park, Rockville, and Germantown. The Takoma Park and Rockville campuses are fully operational, while the Germantown campus now under construction is planned to open in 1978.

Montgomery College is committed to an equal educational opportunity policy in admissions, student financial aid, and all policies and procedures related to student activities and programs. Furthermore, Montgomery College as an equal opportunity/affirmative action/Title IX employer also maintains employment policies and procedures which are nondiscriminatory on the basis of age, sex, race, color, religious belief, national origin, and handicap.

Student Composition

The student enrollment for fall 1976 was 13,984, which represented only a very slight increase in the enrollment from fall 1975 and was actually a shortfall from the enrollment projected. The average age for all students is 25.68 years. Female students continue to increase in their proportion of the population. They now make up 54% of the total student population, 61% of those students taking less than 11 credit hours and 44% of those students taking 12 or more credit hours. Fifty-nine percent of all students enrolled take 11 or fewer hours (considered as part-time).

In general, the ethnic/racial group composition of the student body is representative of Montgomery County. Approximately 77 percent of the total student population is white, 7 percent is Black, with 13 percent foreign-born, in the fall 1976 enrollment. The remaining 3% belong to Hispanic, Asian, American Indian, and other ethnic/racial groups. For fall 1976 the Takoma Park Campus had the largest percentage of minority students enrolled (excluding foreign-born). Approximately 21% of the Takoma Park students are minority students, including approximately 16% Black students in the total student population. The Rockville Campus had a minority student enrollment of approximately 7% with Black students making up approximately 5% of the total student population. In the fall of 1976 the Germantown Campus had a

7% minority student population with Black students making up 5% of the total student population. As far as residence is concerned, 91% of the students enrolled at Montgomery College reside in Montgomery County. Only 2.6% are Maryland residents in counties other than Montgomery, and 6.4% reside out of the State or are out-of-State foreign students.

The recruitment effort of the College is carried on through an outreach program. Several of the counselors visit schools, libraries, shopping centers, and other facilities in population areas throughout the County to make potential students aware of the programs and services offered by the College. In addition, the College participates in college fairs and college nights sponsored by local organizations.

The admissions policy of the College is very open. To be admitted as a matriculated student in a curriculum, an applicant need only meet any of the following conditions: be a graduate of a secondary school or its equivalent, have the permission of his or her secondary school principal to waive the senior year of high school, or have earned twelve hours of college credit, with a cumulative grade point average of 2.00 or better, at Montgomery College or any accredited institution. Thus, the student body for fall 1976 had 58% newly enrolled students, 48% continuing students, 11% re-enrollees, and 3% students who transferred into the College.

A part of the College philosophy is to offer cultural, educational, and leisure programs along with classroom activity to enhance the students' knowledge and appreciation of the arts, humanities, social issues, and the sciences. The student activities area sponsors programs related to various ethnic and special interest groups (international students, Black students, and women's groups). Many of the students, both full- and part-time, participate in these cultural events and courses which concentrate on interests and place emphases on these special groups. The titles of some of the offerings are: The Black Man in American Literature (Roots), The Woman in Literature, Minorities, Rape Awareness Week, Black Awareness Week, and The Day of Nations.

An added feature of Montgomery College is the offering of student development courses which aid students in developing study skills and career development. These courses and others like them--The Success Group, Human Potential Seminar, and The Emerging Woman--are scheduled on a year-round basis with offerings in the evenings for the convenience of students.

Financial Aid

Student financial aid, which is awarded through the Montgomery College financial aids offices, consists of general scholarship funds, federally funded student assistance, and the College student assistantship program.

The general scholarship fund contains donations and contributions made by professional, civic, and business organizations within the community. In FY 1977 this fund amounted to slightly over $43,000. The federally funded programs are the Educational Opportunity Grants, the National Direct Student Loan, College Work-Study, Law Enforcement Education Program, and the Nursing Student Loans and Scholarships. The funds awarded under all programs amounted to a little over $1,645,000 for fall 1976. Each student who is eligible receives some financial aid.

Employment Composition

Among the administrators at the College in the fall of 1976 there was a 5% proportion of Blacks out of 43 persons, which was an increase from 2.5% in fall 1975. Approximately 2.6% of the 386 full-time faculty are Black and about 17% of the 478 full-time Staff are Black, which gives a total Black full-time employment proportion of about 8% for fall 1976. The proportion of total employment which includes other minorities, namely Hispanics and Asians, continues to be slightly less than 1%.

Whenever recruiting occurs for full-time faculty, administrative, and Staff positions, it is sometimes done on a nationwide basis as well as on a local basis, which is the normal practice. Regardless of the scope of the recruiting efforts, there is the utilization of the resources of organizations and publications which have an orientation toward the interests of minority group persons and women. A great deal of consideration is given to internal candidates for positions in order to allow for as much upward mobility as possible. The nondiscrimination statement "an equal opportunity/affirmative action/Title IX employer" is included in each advertisement.

Advertising and recruitment are done on a fairly broad basis for faculty positions utilizing media and organizations attractive to minorities and women. The College's largest number of applications for faculty positions is unsolicited. In the fall of 1976, the College conducted extensive recruiting and advertising in order to add to a part-time faculty pool.

The College continues to support and use the Central Placement Bureau whenever possible. Each person who requests an application for faculty and administrative positions from the College receives a Central Placement Bureau application in addition to the College employment application.

In FY 1977 the College participated in the State Board for Higher Education Minority/Other Race Faculty and Administrative Internship Program. A Black female served as an intern in the College's Personnel Services Office. This provided a service for the College and, more importantly, gave the intern some experience in an area where minority representation is needed.

Orientation for new employees and placing persons in trainee status for positions in which they are learning the skills are a part of the in-service training offered to our supporting staff personnel. Over the past year Personnel Services has developed in-service training seminars for Staff personnel and administrators in personnel management. The Administrators' Advisory Council held several workshops, including one dealing with affirmative action and equal opportunity concepts. The entire College effort in in-service training will be coordinated shortly under the Institute for College Personnel In-Service Training.

The Educational Assistance Plan of the College offers $400 per employee per year for taking courses which are job-related and for the purchase of books.

Administrative Coordination

The College's Affirmative Action Committee, which serves in an advisory capacity to the Director of Affirmative Action, was established specifically with minority and female representation. The Committee consists of 12 members: 4 of them must be minority group persons and 4 must be female (but not necessarily 8 separate individuals) with representation from all segments of the College.

Faculty Senate members are elected by the faculty to assist in the governance of the College. Its considerations are essentially academic processes and faculty status. Representation on Faculty Senate subcommittees is by appointment of the Faculty Senate. At this point in time there is no minority representative on either the Senate or its subcommittees. However, there is significant female representation on the Senate and its subcommittees.

The Staff Senate consists of persons elected to represent the supporting staff employees of the College. Committees are appointed by the Staff Senate. Currently there is no minority representation on either the Staff Senate or its subcommittees; yet there is significant female representation.

The Administrators' Advisory Council consists of persons elected by administrators for representation of administrators in matters of importance to the College. Currently the Council does not have minority representation, yet there is female representation. One of the two major committees of the Council is chaired by a minority person--more specifically, a Black female.

The College Advisory Council consists of persons who are appointed because of the positions they hold. They form a base for the advice needed by the President of the College in matters of importance to the College community. At present there is minority and female representation on the College Advisory Council.

Search and screening committees are utilized from time to time for recommending persons to be hired in certain positions. Whenever this mechanism is used, efforts are made to ensure minority and female representation on such committees.

Cooperative Programs

Most of the students who transfer from Montgomery College go on to four-year institutions in Maryland. In that regard the College cooperates with other educational institutions in providing time and space for institutions recruiting for the College's transfer students. Furthermore, continuous efforts are made to assure that courses offered are transferable. Sixty percent of the students who transferred to four-year institutions in 1975 transferred to the University of Maryland and other State colleges.

Frequently, the Community Services area offers cooperative programs with other organizations and institutions. Oftentimes, introduction to the College through special programs provides an incentive for the participants to come to the College as students. Community Services special programs which have provided job training skills or have had some attraction for Blacks and other minority persons are the Medicine Aide and Geriatric Aide programs in cooperation with the nursing homes in Montgomery County and the Real Estate Continuing Education program offered in conjunction with the Montgomery County Board of Realtors.

The College's Early Placement program is a means of providing a cooperative effort with the area high schools and is used as an incentive and source of encouragement for many high school students to attend the College.

THIRD MID-YEAR DESEGREGATION STATUS REPORT

PRINCE GEORGE'S COMMUNITY COLLEGE

1977

Prince George's Community College is a community centered public institution concerned with developing human resources in Prince George's County. The College provides post-secondary educational opportunities relevant to citizen needs and goals, with two years of university parallel courses, technical and career education based on manpower needs, and Community Services enrichment programs.

College goals provide for: 1. student knowledge of himself and his surroundings, his culture, his ability for critical judgement, and his opportunities for participation in our democratic society; 2. a university parallel program allowing transfer to a baccalaureate institution; 3. occupational programs preparing the student for employment; 4. continuing education for personal enrichment or job upgrading; 5. educational enrichment or community problem-solving through education.

Student Composition

In the fall 1976, the College served 11,915 degree credit students (an increase of 4 percent over fall 1974). Off-campus programs at extension centers and degree centers were important growth factors. Community Services Programs enrolled 4,000 students, bringing College service to a level of approximately 16,000 County citizens.

Black students represented 29 percent of the enrollments in fall 1976. Other nonwhites represented 3 percent of the student body, and white students 68 percent. First time students entering in fall 1976 were ethnically distributed as follows: 1. white 67 percent, 2. black 30 percent, and other nonwhites 0.3 percent.

There has been a recent increase of enrollments of persons over 25 years of age. In fall 1973, students 26 or over accounted for only 31 percent of the students. In fall 1974, this figure was at 36 percent. The fall 1975 figure was 40 percent. In fall 1976, the level stabilized at 38 percent, due in part to space resource constraints.

Institutional research data accumulated since fall 1972 indicate that older students (over 25) and black students have been important factors in enrollment trends. The student body increased from 7,890 in 1972 to 11,915 in 1976. There was an increase of 1,017 persons under twenty-one, 699 persons in the early twenties, and 2,309 persons over 25. While the student body increased by 4,025 persons, there was an increase of 1,693 white, 2,134 blacks, and 198 "other" ethnic groups.

Black student participation in career programs is strongest at the present time, at 30 percent, compared with 24 percent in both the transfer and special student categories. Black males and females have been nearly equally strong sources of growth.

County population data by race were not available for years after 1974. The 1970-74 period therefore serves to document recent trends. Data were available only for non-whites, not blacks. County growth in non-white population during the early Seventies was due almost entirely to blacks. The non-white indicator therefore serves as a proxy for assessing black population increases. According to this method, there was considerable County population change by age and race between 1970 and 1974. Younger whites decreased in number (those 35 or younger), while all black age cohorts increased in numbers.

Enrollments of non-whites at the Community College more than tripled in the 1970-74 period (230 percent increase). Whites showed only a 35 percent enrollment increase. Important factors in enrollment growth were *older whites* (over 25) and *blacks* at all age levels. (There was an increase of 1,296 whites over 25, but only 594 under 25. In contrast, there was an increase of 846 blacks over 25, and a comparatively stronger 633 under 25.)

Enrollments per thousand County population were calculated separately for whites and non-whites. By this standard, it was found that in fall 1974 there were 21 enrollments per thousand whites and 20 enrollments per thousand non-whites.

Since the fall term of 1974, there have been continuing strong increases of black students. Blacks increased from 2,056 in fall 1974 to 3,409 in fall 1976, while whites increased from 7,421 to 8,152 in the same period. Thus there were approximately two more blacks for every additional white.

Black leadership in key roles (such as financial aid, veterans advisement, job placement services, educational advisement, and the C.E.T.A.-Upward Bound effort) contributes to the total College effort in meeting minority needs. A former black student is the College's high school and community articulation specialist, while still another black directs the Extension Centers program.

Financial Aid

The financial aid program assists needy students with sources of funds as follows: 1. county and community sponsored scholarships; 2. Supplemental Educational Opportunity Grants; 3. Basic Educational Opportunity Grants; 4. Federal Nursing Grants and Loans; 5. Law Enforcement Education Program; 6. National Direct Student Loans; 7. Work-Study Program; 8. retirement system - survivor benefits; 9. State Scholarship Programs; and 10. Veterans Benefits. Financial aid funds have not been sufficiently available to meet the increasing needs of our students. but the College is committed to actively building its financial aid resources. More state funded financial assistance for students is needed.

Employment Composition

As of the first payroll period in October 1976, blacks constituted 19.3 percent of the College workforce. Distribution by category was as follows: executive, administrative, and managerial, 12.5 percent; instructional, 9.1 percent; professional non-instructional, 18.1 percent; clerical, 15.5 percent; technical/ para-professional, 28.2 percent; crafts, 12.5 percent; and service workers, 91.9 percent. This profile reflected achievement of Affirmative Action goals based upon earlier availability indices.

Advancement and recruitment of women and minorities receives a high priority as a matter of College policy. The Personnel Office provides for employee training within functional areas of employment. Classified employees are encouraged to take College courses available as a fringe benefit. Specific efforts are made to provide training on-campus. Off-campus recruitment of women and minorities includes a variety of procedures, e.g., County and Metro Area newspaper ads and announcements to area colleges, universities, state employment agencies, E.E.O. and women's groups. Public notices are displayed where women and minorities are likely to see them. University radio stations are also used, and currently employed women and minorities are asked to recommend others for positions open.

College committees are chiefly advisory rather than policy making, but College governance offers a formal voice to organized faculty, administrator, classified staff, and student groups. Committee members are recruited by the presidents of these groups, who provide for representation of women and minorities.

Program Cooperation

Prince George's Community College cooperates with State and County agencies as well as student and citizen groups concerned with the implementation of desegregation programs. The results clearly demonstrate that the College is doing its share in insuring continuing equality of opportunity for its students and employees alike.

Wor-Wic Tech Community College

Salisbury, Maryland

THIRD MID-YEAR DESEGREGATION STATUS REPORT
1977

This desegregation report will be reflective of Wor-Wic Tech's initial entering class of students and faculty. Our presence is extended throughout the four Lower Eastern Shore counties.

The College takes every opportunity to insure that employment and student recruitment practices do not discriminate by race, color, sex, or national origin. Initial composite figures tend to bear out our non-discriminatory practices.

Student Composition

With the College enrolling a total of 192 students for the Fall semester, the breakdown by race was as follows:

RACE	NUMBER OF STUDENTS	PERCENTAGE OF STUDENT BODY
Black American	46	24%
White American	144	75%
Other (Hispanic & Asian)	2	1%
	192	100%

The above percentages are very much in agreement with the minority percentage rates taken from the four-county service area, which ranges from 22% to 27%.

Financial Aid

Financial aid for initial students has been very limited due to recent regional accreditation candidacy approval. Initial loans and BEOG figures indicate that seven (32%) Black Americans received financial aid and 15 (68%) White Americans received aid. Though VA benefits are not technically financial aid, that breakdown indicates 24 (49%) Black Americans and 25 (51%) White Americans were recipients.

The College has requested Federal funds for next fiscal year and will distribute aid based on financial need analyses. Each case will be viewed separately and individual problems will be dealt with accordingly.

Employment Composition

The College presently employs 28 individuals on a full- or part-time basis. Each position opening is advertised on a local level with all "major" positions advertised regionally and nationally. Announcements of full-time faculty and staff vacancies have been sent to the State Board for Higher Education to be placed in the job vacancy publication. All applicants have and will continue to be considered without regard to race, color, sex, age or national origin.

Of the 28 persons presently employed, 24 (85%) are White American, two (7%) are Black American, one Spanish American, and one Indian.

Administrative Coordination

Program Advisory Committees are involved with program development, student placement, and potential instructors.

The membership of all of these committees represents an overall community ratio of minorities. With all members having equal opportunity for input, all segments of the community have representation.

Program Cooperation

Wor-Wic Tech Community College exists as a community college without walls. In this regard, it is imperative that facilities and other resources of existing institutions be utilized.

The library facilities of both Salisbury State College and the University of Maryland - Eastern Shore are available to both student and faculty of Wor-Wic Tech. In addition, contractual services for science lab courses have been arranged with Salisbury State.

The College also makes use of facilities in Ocean City(Hotel-Motel-Restaurant Management) and Cambridge(Practical Nursing). Lecture space has been leased from a local church, public school system, and local area rentals.

The College, in an effort to get education to the people, attempts to reach out to all of its service area. Plans are being formulated to locate our carpentry and automotive certificate programs in Worcester County.

Bowie State College
Bowie, Maryland

MID-YEAR DESEGREGATION STATUS REPORT

April, 1977

INTRODUCTION

The basic mission of Bowie State College is to help the student acquire an education which provides him with specific knowledge and skills for living more effectively in a changing society. As in the past, the College attracts a multi-racial, multi-ethnic, multi-national student body and is committed to serving the needs of this diverse population. Bowie State College continues its open admissions policy which does not discriminate against students of any race, religion, nationality, sex, or age. The 1977-1978 Bowie State College catalog illustrates graphically and narratively the College's commitment to an integrated society. Additionally, all publications and campus announcements reflect the concept of cultural pluralism.

STUDENT COMPOSITION*

Approximately 64% of the 2,845 student enrollment is undergraduate and 36% is graduate. Of the 1,817 undergraduates, 1,393 (76.7%) are black; 424 (23.3%) are non-black. Of the 1,028 graduate students, 404 (39.3%) are black; 624 (60.7%) are non-black. The percentage breakdown for the total student population of 2,845 is 63.2% black and 36.8% other race.

Despite the fact that the undergraduate non-black enrollment for the past two years has been slightly less than twenty-five per cent, it is significant to note that the percentage of non-blacks who graduate is higher. In June, 1976, of the 305 bachelor degrees awarded, 130 or 42.6% were other race recipients; of the 216 master's degrees awarded, 143 or 66.2% were other race recipients.

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*As reported in HEGIS, Fall, 1976.

STUDENT RECRUITMENT

During this current academic year, a new Integration Coordinator with a counseling background and familiarity with Prince George's County Public Schools joined the Admissions team. The recruitment team now consists of seven professionals, three of whom are white. The professional members are: the Director and Associate Director of Admissions, the Integration Coordinator and Counselor for Intergroup Relations, the Integration Intern and a counselor working with Admissions three days per week. The scope of recruitment in general and other race recruitment, in particular, has been greatly expanded through the efforts of the entire admissions staff. Members of the staff were able to advise and assist both the College of Continuing Education and Weekend College students and thus complement the Continuing Education staff at several registration sites. Many of these students are foreign born or white, further enhancing cultural integration at the College.

High schools in Montgomery County, Anne Arundel County, Howard County, Baltimore City, Baltimore County, and Charles County have been visited at least once by Bowie State College representatives. Additionally, trips which focused on eleventh grade students as well as seniors were planned for the Eastern Shore of Maryland, and for Carroll and Frederick Counties.

The on-campus High School Day program has been continued with increased emphasis on recruitment efforts in Prince George's County. Recruitment materials are multi-ethnic and a racially mixed pair of staff are utilized whenever possible.

Several new approaches have been utilized including high school visitations to Bowie's campus, encouragement of concurrent enrollment of high school juniors and seniors, informal and repeated lunch room visits, installation of twelve informational stands in selected high schools throughout the area, instant admissions programs and the initiation of a career-college decision-making program.

Community Colleges have hosted Bowie State College representatives on repeated occasions for the purposes of transfer evaluations and instant admissions programs. As the community college in this area is a large source of potential transfer students (especially minority students), their enrollment is being pursued vigorously. As an example, under the guidance of the Associate Dean of the Undergraduate College, the Integration Counselor and the Integration Coordinator are working on an extensive and elaborate articulation program with selected personnel at Prince George's Community College.

Some areas of concern that are posed to recruiters frequently by potential students involves accessibility to the campus, a general unawareness that Bowie State College is no longer a Teacher's College, and in fact that the College even exists. Through coordinated visits, personal contacts, and expanded public information, we are seeking to correct misconceptions and to make Bowie State College better known to all the surrounding areas.

STUDENT SERVICES AND ACTIVITIES

The supportive academic programs which include special instruction, counseling, tutorial assistance, workshops, and laboratory experiences serve a large segment of the student population. Emphasis is placed, however, on the needs of the incoming freshmen. Beginning Fall, 1977, an Honors Program aimed at attracting fifty per cent other race students into a rigorous four-year academic program will be established.

The Office of Student Affairs, which has six other race members on staff, seeks to identify the needs of other race students and to develop programs which meet these needs. Some of the objectives during the past year have been (1) to encourage "other race" students to participate in all extra-curricula activities; (2) to facilitate meaningful relationships between black, white, and international students; (3) to actively seek more other race representation on "student-run" organizations; (4) to provide on-campus housing to other race students; and (5) to include other race persons on the professional staff to assist other race students in their growth and development.

The Summer Planning Conference is designed not only to introduce the incoming student to the College, but to provide a medium for encouraging inter-racial understanding. Group activities, rap sessions, and small workshops give students of different ethnic groups an opportunity to interact informally. The counseling staff which serves during this period is integrated. Following this experience, all freshmen students are required to take Orientation to College, which stresses the importance of intercultural understanding and multi-racial consciousness.

An Advisory Board to the Counseling Center was established. To insure that proper representation be given in the advisement, planning, and implementation of programs sponsored by the College Counseling Center, the members selected include faculty, students, and administrators from all racial groups. Other programs sponsored by the Counseling Center are the Respond Center and the All-College Coffee House.

The Bi-Weekly Coffee Hour is a program sponsored by the College Union to provide interaction between faculty, staff, administrators, and students. This day activity includes and is convenient to other race students and commuters. In other Student Union activities, special effort is made to include other race students in bowling, swimming, and attendance at off-campus games, concerts, and plays.

FINANCIAL ASSISTANCE

Bowie State College participates in the three major federal student assistance programs--Supplemental Educational Opportunity Grants, National Direct Student

Loans, and the College Work-Study Employment Program. These types of assistance are geared to reach the general student population at the College. Additionally, the College receives funding from the State for the Other Race Grant Program (ORGP) which is designed to meet the educational expenses of eligible students who are in the minority population at the College. Minority students are considered first for funds under this program; additional financial needs are met through the federally funded student assistance programs.

The College continues to receive ample assistance under its federally funded aid programs as well as ample funding for the ORGP Program.

FACULTY AND STAFF COMPOSITION

Bowie's 120-member full-time faculty is now 55% black and 45% white and other non-black races. Of the 59 part-time faculty, 28.8% are black and 71.2% are white and other non-black races.

Twenty-nine per cent (29%) of the 62 administrators and professional non-faculty are non-black; 23.6% of the 208 classified employees are non-black.

In its endeavor to create an equitable racial balance, Bowie State College continues to seek employment of other race groups which are in a minority at the College. Contact has been made with the Opportunities Industrialization Center of Prince George's County to get other race applicants to file applications for hire positions which do not require the use of State eligibility lists.

The Affirmative Action Plan which was adopted in May, 1976 will assure that the College is in compliance with civil rights legislation. In September, 1976, the Personnel Director was appointed Acting Affirmative Action Officer. In January, 1977, a faculty staff member was appointed Affirmative Action Officer for the Spring 1977 semester. By the end of February, 1977, an Affirmative Action Review Committee was identified. The members of this committee (black, non-black; male and female) were selected as follows: six members appointed by the President from the Committee which had written the Affirmative Action Plan; three members elected by the Faculty Senate; two members selected by the Administrative Council; and one member selected by the Classified Employees group. Information concerning the Affirmative Action Officer, the Committee, and its purpose has been disseminated to all employees of the College.

ADMINISTRATIVE COORDINATION

The President is responsible for the implementation of desegregation at Bowie State College. While the Integration Office concentrates its efforts in recruiting and counseling other-race applicants, the Offices of Recruitment and Admissions, Continuing Education, Weekend Studies, and Graduate Education focus their efforts on the recruitment of other race students for their respective programs. The College of Continuing Education and the Weekend College will continue to recruit adult housewives, business men and new learners into a flexible scheduled program.

In addition, a rotating Process Monitoring Team consisting of all races and constituencies of the College examines all aspects of the College, excluding instruction, in an attempt to improve its overall image which may enhance the enrollment of students from all ethnic backgrounds.

PROGRAM COOPERATION

Over the past three years Bowie State College has aggressively developed an undergraduate curricula aimed at attracting a wide cross section of students. In addition, the College has proposed to the State Board of Higher Education a plan for integrating a larger number of other race faculty persons, on an ongoing basis, into the state college and university system.

Briefly, the plan suggests an arrangement whereby other race faculty would teach one course at a neighboring university or college, and the individual's counterpart would teach at his/her institution. Inasmuch as several institutions are in close proximity, transportation would not be a problem, and such an exchange would be built into the state college and universities master schedule.

The proposal by the Undergraduate College of Bowie to the State Board of Higher Education suggested that the Faculty/Administration Exchange Program be expanded to include exchanges between other race faculty on a one-third time basis during each semester.

In addition to new programs, (1) Bowie State College will continue to promote and expand the dual degree program with the University of Maryland; (2) will continue to send integrated teams of faculty and administrators into the local schools to lecture and serve as resource persons; (3) will continue to publish a semester tabloid listing undergraduate, graduate, weekend, evening, and extension courses; (4) will continue to develop courses and majors that will appeal to other race students; (5) will cooperate with the University of Maryland with the aim of providing professional and student exchanges in the Social Work Department; (6) Bowie State College will seek aggressively programmatic approval from the State Board of Higher Education for its proposed Journalism and Communications Media majors; (7) and Bowie State College will continue to make its compensatory education curricula and faculty resources in Speech, English, Reading, and Mathematics available to state colleges and universities.

The Undergraduate Academic Dean, with the assistance of departmental chairpersons and students, will monitor, on an ongoing basis, the success of the College's program cooperation effort. A yearly report will be submitted to the President of the College, the segment Board of Trustees, and the State Board of Higher Education.

COPPIN STATE COLLEGE
2500 West North Avenue
Baltimore, Maryland 21216

Office of Minority Relations

Coppin State College is an institution committed to serving its community, metropolitan Baltimore, and a larger society by preparing its men and women to understand and respond to the needs of their respective communities. It deals with the academic disadvantages which are common to many people of the inner city by offering alternative pacing programs for obtaining the basic skills which are required to progress in society. Coppin is in an expanding stage. We have opened a new 10-storey classroom building and are anticipating the completion of a new Student Center and Administration Building in Sept. 1978. Through its open admissions policy, which does not discriminate against students of any race, color, religion or sex, Coppin has attracted a diversified student body of diverse educational and cultural backgrounds. Coppin is committed to providing a quality education which matures its students and helps them find their place in a competitive and changing society.

Student Composition

There is a total of 2949 students enrolled at Coppin state; 429 (14.5%) enrolled in the graduate school and 2520 (85.5%) in the Undergraduate Division. Of the 2520 undergraduates 2351 (93.29%) are black and 169 (6.71%) are non-black. Of the 429 graduate students 339 (79.02%) are black and 90 (20.98%) are white.

The breakdown of the total student population of 2949 is 2690 (91.22%) black and 259 (8.78%) white.

Student Recruitment

The Office of Minority Relations, which is responsible for recruiting "other race" students to Coppin, was unstaffed from July 1976 until November 1976. Since that time, the staff person in Minority Relations has been working in conjunction with the Admissions Office as well as doing some individual recruitment. Recruitment efforts have been aimed at Community Colleges, High Schools, Community Agencies, and Women's Organizations. Retention efforts on behalf of "other race" students originate from the Office of Minority Relations. The services provided here are extensive coffee hours and workshops designed to heighten understanding and stimulate growth; personal and career counseling; a newsletter to keep relevant communication open; and an open and supportive atmosphere which helps students in making the adjustments needed for dealing with minority status as comfortably as possible.

Financial Aid

All existing financial assistance programs available at the institution in addition to the Other Race Grant (ORG) are available to minority students at Coppin. Awards are based on eligibility (CSS need analysis), acceptance for admission by the college, and availability of funds. Coppin State College was allocated $70,000 in 1976-77 for the Other Race Grant Program. It supplemented college expenses for 70% of the "other race" students. The "other race" student population is expected to increase in succeeding years;

hopefully, the amount of the Other Race Grant allocated to Coppin will reflect these increases so we can continue to serve these students.

EMPLOYMENT COMPOSITION

Coppin State is a predominantly black inner city institution. At present 44% of the faculty, 20% of the Administration and 12% of the Classified Employees are termed "other race." The Multi-Racial Coordinating Committee at Coppin monitors the institution's Affirmative Action/ Equal Employment policy. Each department of the institution sets its own employment goals in consultation with the Multi-Racial Coordinating Committee. In addition, departments receive assistance from the Committee with evaluating their hiring, promotions and salary procedures and in making modifications necessary in light of the institution's Desegregation Plan. Classified employees at Coppin attend several lectures and workshops during ghe year to develop better techniques for job performance and to gain a greater understanding of person-to-person and group communication.

ADMINISTRATIVE COORDINATION

Coppin State College is concerned with providing equal opportunity to students and staff regardless of race, sex, religion or national origin. In 1974-75, an Affirmative Action plan was developed by the College. A committee, known as the Multi-Racial Coordinating Committee monitors the Affirmative Action plan. The Committee is composed of representatives from the faculty, administration, classified personnel and student body. The Committee is co-chaired by the Affirmative Action Officer and the Director of Minority Relations.

PROGRAM COOPERATION

The Cooperative Education Program has as its goals providing intercultural, interracial and inter-ethnic experiences to students in the higher education system of the State of Maryland. This past year, Coppin's Co-OP Program with UMBC, Morgan State University, Towson State, University of Baltimore, and Bowie has served a total of 102 students; 36 Coppin students attending the above mentioned schools and 66 students from these schools attending Coppin. This program has been most successful in attracting students to Coppin who are interested in programs such as Special Education, which are unique to the College and cooorespondingly, our students have been able to benefit from the diverse offerings available at participating State institutions.

Frostburg State College

Third Mid-Year Desegregation Status Report

1977

Introduction

Frostburg State College is unique among the Maryland State colleges and universities in that it is the most remote (150 miles west of Baltimore and Washington and the only four-year institution within a radius of 70 miles of Frostburg) and the most residential (with nearly 60 percent of its students living in residence halls). Its students consist largely of Maryland residents whose homes are located in the metropolitan area. The College maintains a strong commitment to offer quality educational programs in the arts and sciences and in certain professional or preprofessional fields at reasonable cost to students.

Student Composition

The total full-time undergraduate Fall 1976 enrollment of 2,831 students included 175 black students, 6.2% of the total undergraduate enrollment. The black undergraduate enrollment consisted of 45% females and 55% males. The non-black enrollment consisted of 52% females and 48% males; combined figures represent a total of 54% females and 46% males. Other minorities represented in the undergraduate enrollment were 5 American Indians, 5 Asian-Americans, and 9 Hispanic students, for a total minority student representation of 6.8%.

The College's part-time undergraduate enrollment for Fall 1976 was 136--79 males and 57 females. Of that total, there were only 5 undergraduate black students--3 males and 2 females. The College's minority part-time undergraduate enrollment--as well as graduate enrollment--reflects the low percentage (about 1 to 2 percent) of local minority population.

The total full-time graduate enrollment for Fall 1976 was 22--10 males and 12 females. There was a total of 588 part-time graduate students--381 males and 207 females. Of these part-time graduate students, 18 were black, 4 were Hispanic, and 1 was Asian-American.

The Fall 1976 black student undergraduate enrollment of 180 (175 full-time and 5 part-time) included 56 entering freshmen, 6 transfers (4 full-time and 2 part-time), two re-entries, and 116 continuing students. In the Spring semester, 12 entering students consisted of 4 first-time freshmen (3 full-time, 1 part-time), 4 transfers (3 full-time, 1 part-time), and 4 re-entries--bringing the total 1976-77 black-student undergraduate enrollment to 192.

In Fall 1976, of 180 full-time and part-time black students enrolled, 10 (5.5%) were academically dismissed and 8 (4.6%) withdrew, for a total attrition figure of 18 students (10.3%). The Fall 1976 figure, though not as high as the Spring 1976 figure of 28 out of a total black enrollment of 170 (16.47%), still reflects some basic problems with academic programs which will be referred to later in this report. Of the 28 black students who left the College at the end of Spring 1976, 10 were academically dismissed and 18 withdrew.

In the Second Mid-Year Desegregation Status Report (1976), Frostburg reported that of 152 black students who entered Frostburg since Fall 1969, who could have completed graduation requirements before or by Spring 1976--including transfer students--75 students (49.34%) had done so. By the end of Spring 1977, at least 12 more of these students completed requirements, raising the figure to 87, or 57.2%. Sixteen (16) additional black students completed requirements for graduation by the end of the Spring semester, which brings the total number of graduates to 103.

In the areas of recruitment, admissions, financial assistance, and academic programming and support services, the College's desegregation efforts have been relatively successful. However, more funding in the areas of recruitment and academic programming would expand planning--bringing it more into line with the College's stated objectives and activities in the Desegregation Plan--and would increase black student enrollment and retention.

The Office of Minority Affairs continues to serve as the primary center for most entering black students advising/counseling and offers personal support to these students in various ways. The Office of Special Instructional Programs (SIP), which coordinates academic and support services at Frostburg, continues to work cooperatively with the Minority Affairs staff, and some minority students are directly involved in specific SIP programs which provide them with academic and personal development services.

The programs and funding sources of SIP include: Student Special Services, a federally funded program continually granted since 1973; Upward Bound, a federally funded project to increase post-secondary opportunity for local disadvantaged high school youth; and the Academic Retention Program, a State pilot project for educationally disadvantaged students. Upward Bound and the Academic Retention Program are two recent additions to SIP which provide approximately $160,000 for staff, support services, and a multi-media Learning Center.

In addition to a Reading program, special Freshman English composition sections, and a Tutoring Program, SIP funds provide comprehensive academic and personal development services to the stated student populations. In Fall 1977, SIP will implement a coordinated curriculum involving the Reading program, Freshman English, and two academic departments. These support services and academic programs not only increase the student retention rate, but provide data for institutional program planning.

There were 57 black students who were identified with SSS during the academic year 1976-77. Nineteen (19) of these students were academic advisees of SSS--10 entering students and 9 upperclassmen. Discussion is underway to develop means for involving more first and second year black students in SIP academic advising/counseling services, thereby allowing Minority Affairs staff more time for broad desegregation programming.

Financial Aid

The $150,000 of Other-Race Grant funds which were allocated to the College for each of the past two academic years have greatly expanded the College's capacity to meet the financial needs of its minority students. These students continue to receive, primarily, packaged awards--combinations of the Maryland Other-Race Grant, the Basic Education Opportunity Grant, the Supplemental Educational Opportunity Grant, the College Work-Study Program, and the National Direct Student Loan. Other sources of financial aid include the Maryland General State Scholarship, the House of Delegates award, and the Senatorial Scholarship.

Approximately $143,000 in ORG funds were awarded to 130 minority students for academic year 1976-77. An additional $3,500 in ORG funds was amended into Frostburg's fiscal 1977 budget to help meet minority students' needs for Summer School expenses; $10,500 has been awarded to 40 students for financial assistance for Summer School, 1977. A total of 160 black students received some form of financial assistance during fiscal 1977.

Frostburg was allocated $3,000 for the Other-Race Grant Program for Graduate and Professional School Students which was implemented in fiscal year 1977. Two (2) students were awarded grants under this Program for study during academic year 1976-77 and two (2) students will be awarded grants for Summer School, 1977.

Increased Demands on Minority Affairs Office

In order to continue work toward the College's institutional objectives as set forth in the Desegregation Plan, there must be increased effort and financial support in the following areas: Employment Composition; Administrative and Program Coordination; Programmatic Goals and Monitoring Mechanisms--in that order of priority.

A major part of the problem with making significant gains in the areas stated above lies in the fact the Office of Minority Affairs has expanded its duties to encompass many responsibilities which, consequently, affords little time for working on broad areas of programming. Instituted in 1969 to serve as the chief assistant to the President in the area of desegregation, the position of Director of Minority Affairs (originally Coordinator of Integration) was to act in an advisory capacity to all chief administrative offices--e.g., the Dean of Students, the Director of Business and Finance, the Dean of the College--in matters relating to desegregation.

With a staff of two professional people, the Office of Minority Affairs is now undertaking the duties and responsibilities of several full-time jobs: academic counseling/advising for all incoming black students (other than those who work with SSS as stated above), until such time as they are prepared to move on to their major departments (usually by the end of the first year); minority-student counseling; affirmative action coordination for faculty, staff, and classified employees; advising all faculty and staff in matters of desegregation, affirmative action, and minority student welfare; and serving as community resource persons in race relations and affirmative action. The office also serves as the center for compilation of data on black student admissions, academic, and extra-curricular activities, and coordinates data and information in connection with the preparation of several reports. Additional responsibilities include acting as advisor to and working with black student organizations and participating in the development of programs related to these organizations as well as assisting non-black student organizations, faculty, and staff in multi-racial and multi-cultural program development, and desegregation problems and concerns.

Employment Composition

The most crucial area perceived by minority students, faculty and staff for a number of years has been the recruitment and hiring of significant numbers of black faculty and staff. Frostburg's Desegregation Plan outlines specific steps which are to be taken in this area. In order to be fully implemented, funds are required for extended minority advertising, for travel to seek out and recruit potential minority applicants and familiarize them with Frostburg, and to bring such potential applicants to the campus to increase the "familiarity with the unknown." The same type of intensive recruiting which has greatly increased Frostburg's black student population over the past eight years will be necessary if the institution hopes to increase appreciably the present black faculty representation of three persons.

Over the past eight years, black faculty at Frostburg increased from one to the present number of three. For the past three years, since implementation of the Desegregation Program in 1974, Frostburg has attempted to add at least two full-time "other race" faculty per year until the minority student-faculty ratio approximates the general student-faculty ratio. According to this formula set forth in the Desegregation Plan, Frostburg should now have 12 black faculty members. The College's Affirmative Action Plan, implemented in February, 1975, established as a goal the employment of 12 minority faculty by academic year 1976-77, an increase of 5 over the academic year 1974-75. Of 183 full-time faculty, the number of minority faculty for this present academic year remains at 7 (about 4%) including 3 black, 1 Hispanic and 3 Asians. (Although the College employed 1 additional black faculty member in 1975-76, 1 minority faculty person has since resigned, which kept the total number of minorities at 7.)

The Affirmative Action Subcommittee of the Minority Affairs Committee (Multi-Racial Coordinating Committee) has initiated a study of the "Goals and Timetables" as set forth in the College's Affirmative Action Program and plans to re-evaluate those projections. The bases for the initial projections were the Board of Trustees' formula for projected positions, annual turnover projections, and labor market availability/utilization data. The study will also examine and reconcile the employment composition goal for minorities stated in Frostburg's Desegregation Plan with the employment composition goals for minorities in the Affirmative Action Program.

Since the adoption of the College's Affirmative Action Plan in Spring 1975, the number of minority applications for faculty/staff positions has been minimal. The following charts summarize recruitment/employment data for minorities (male and female), non-minority females, and non-minority males for the period between Spring 1975 and Fall 1976. Counts for sex and race were developed from application materials as well as from the Race/Sex Information Request forms. Incidentally, all minority faculty and administrators hired during this period were black.

TABLE 1

RACIAL MINORITY APPLICANTS
(Spring 1975 through Fall 1976)

Minority Female Applicants

Full-Time Openings	Applications	Interviews	Job Offers	Hires
Faculty				
Permanent: On-Track (18 fac., 1 library position)	24	1	1	0
Contractual Replacement (9 positions)	7	0	0	0
Administration				
Regular Positions (10 positions)	23	1	1	1
Soft Money Positions* (7 positions)	12	5	2	1
TOTAL	66	7	4	2

Minority Male Applicants

Full-Time Openings	Applications	Interviews	Job Offers	Hires
Faculty				
Permanent: On-Track (18 fac., 1 library position)	40	1	1	1
Contractual Replacement (9 positions)	12	2	0	0
Administration				
Regular Positions (10 positions)	22	4	2	2**
Soft Money Positions* (7 positions)	8	2	2	1**
TOTAL	82	9	5	4**
GRAND TOTAL (male & female)**	148	16	9	6**

*Includes all State and Federal short-term funded positions. Most soft money positions are in the Student Instructional Programs, Student Special Services, and the Academic Retention Program.

**One of these minority hirees has been promoted from a soft money position to a regular money position and is counted twice in this table.

TABLE 2

NON-MINORITY APPLICANTS*
(Spring 1975 through Fall 1976)

Non-Minority Female Applicants

Full-Time Openings	Applications	Interviews	Job Offers	Hires
Faculty				
Permanent: On-Track (18 fac., 1 library position)	138	22	9	8
Contractual Replacement (9 positions)	55	7	5	5
Administration				
Regular Positions (10 positions)	66	6	5	2
Soft Money Positions** (7 positions)	48	7	3	2
TOTAL	307	42	22	17

Non-Minority Male Applicants*

Full-Time Openings	Applications	Interviews	Job Offers	Hires
Faculty				
Permanent: On-Track (18 fac., 1 library position)	573	49	14	10
Contractual Replacement (9 positions)	319	9	7	4
Administration				
Regular Positions (10 positions)	277	18	7	5
Soft Money Positions** (7 positions)	65	10	6	3
TOTAL	1234	86	34	22
GRAND TOTAL (Male & Female)	1541	128	56	39

*This table includes all individuals who could be classified as Non-Minority plus all individuals whose race could not be determined from the information available.

**Includes all State and Federal short-term funded positions. Most soft money positions are in the Student Instructional Programs, Student Special Services, and the Academic Retention Program.

TABLE 3

A COMPARISON OF MINORITY AND NON-MINORITY APPLICANTS
(Spring 1975 through Fall 1976)

Minority Applicants (Male and Female Combined)

Full-Time Openings	Applications	Interviews	Job Offers	Hires
Faculty				
Permanent: On-Track (18 fac.,1 library position)	64	2	2	1
Contractual Replacement (9 positions)	19	2	0	0
Administration				
Regular Positions (10 positions)	45	5	3	3
Soft Money Positions* (7 positions)	20	7	4	2
TOTAL	148	16	9	6

Non-Minority Applicants (Male and Female Combined)**

Full-Time Openings	Applications	Interviews	Job Offers	Hires
Faculty				
Permanent: On-Track (18 fac.,1 library position)	711	71	23	18
Contractual Replacement (9 positions)	374	16	12	9
Administration				
Regular Positions (10 positions)	343	24	12	7
Soft Money Positions* (7 positions)	113	17	9	5
TOTAL	1541	128	56	39
GRAND TOTAL (All Applicants)	1689	144	65	45

*Includes all State and Federal short-term funded positions. Most soft money positions are in the Student Instructional Programs, Student Special Services, and the Academic Retention Program.

**This table includes all individuals who could be classified as Non-Minority plus all individuals whose race could not be determined from the information available.

Administrative and Program Coordination

Increased efforts in this area should enhance the possibilities of increasing minority faculty and staff as well as increasing relevant programs for minority students. Areas which must be focused upon are faculty-exchange programs and increased planning for academic programming which brings to the campus other-race guest lecturers, performers, and consultants. As stated in the Desegregation Plan, the lack of frequent input from and contact with the black perspective on this level as well as in the classroom is one of the most glaring deficiencies of Frostburg's desegregation process. Such programming is essential, not only for minority students, but for non-minority students, faculty, and staff. Although increased funding is mandatory for the development of such programs, increased awareness, empathy, and effort on the part of the faculty and staff are essential to the development of such programming. For the most part, minority and non-minority students, faculty, and staff at Frostburg are isolated from multi-cultural/multi-racial contacts and, therefore, appreciation and understanding. Frostburg needs the funding and increased impetus to make the desegregation process a more realistic and educationally sound experience for students, faculty, and staff. Adequate funding for multi-racial/multi-cultural programming would help foster positive attitudes and appreciation which would in turn foster the needed impetus.

It is apparent that some programmatic and environmental changes are occurring or evolving too slowly. Particularly, more attention must be given to departmental goals as referred to in Frostburg's Desegregation Plan--II-A. 5, which state that each instructional, administrative and support unit of the College organization will establish stated objectives, both long-range and short-range, to relate unit activities to institutional objectives as defined in the Plan.

Monitoring Mechanisms

Maryland's Desegregation Plan defines the Multi-Racial Coordinating Committee, which was established on each Maryland State university and college campus, as an advisory and monitoring body for desegregation efforts. At Frostburg, a previously established Minority Affairs Committee serves in this capacity. During the past two years, this Committee has been primarily concerned with the implementation of the College's Affirmative Action Program and with the monitoring of its progress. The Director of Minority Affairs will intensify efforts to coordinate the Committee's monitoring functions during academic year 1977-78, particularly in the area of "Programmatic Goals"--VII in the Desegregation Plan--which details plans of action for "Academic Areas" and "Student Services."

Third Mid-Year Desegregation Status Report
Salisbury State College
1977

Salisbury State College is located in the center of the Delmarva Peninsula. The College is a multi-purpose, liberal arts and teacher education institution. The broad mission of the College is to provide those educational services that are responsive to the needs and interests expressed by its constituency. The College views its educational mission to be helping all who seek its services to experience some measure of success. The student body reflects a strong regional flavor with over 52% of the full-time undergraduate students and 60% of the total undergraduate students coming from the nine Eastern Shore counties.

Student Composition

In September 1976, the College enrolled 4,107 students, including 364 minority students. Three hundred and forty black students (8.3%) were included in the total enrollment. Last year the College enrolled 276 black students, representing 7.4% of the total enrollment; thus, the percentage of black enrollment relative to total enrollment increased by almost a full percentage point. Moreover, although total enrollment has increased by less than 10% between 1975 and 1976, black enrollment increased by 23%. Seventy-six (9.5%) of 797 first-time admissions were black and sixty-one (8.3%) of the 731 graduate students enrolled in September 1976 were black.

Other race recruitment efforts are consistent with those outlined in the Desegregation Plan. As noted above, 9.5% of the new admissions for Fall of 1976 were black. This is the result of the continuing effort by the Admissions Office to visit those schools with a high percentage of black students. In Washington, Maryland, Delaware, and Virginia, 22 predominantly black schools were visited by admissions personnel. Moreover, the Spring recruitment effort has been continued because it has proved very beneficial to minority students who have been undecided about attending college. As of April 4, 1977, the College has received applications from 130 prospective black freshmen and 13 transfers. Forty of that number have already accepted their admission.

Retention programs for all students, including racial minorities, have been handicapped by inadequate funding of the institution. However, a flexible readmission policy and the grading mechanism based on "accumulated competence" has tended to encourage students to persist.

Financial Aid

Financial aid sources available to the Salisbury State College student are limited to the federally-funded student assistance programs and the state college funded "Other Race Grants." Both federal aid funds and other race funds are inadequate again this year to meet the needs of our students. A total of 787 students applied for financial aid; however, funds were available for only 692 of those students.

Employment Composition

Fourteen (6.8%) of the 205 faculty and administrative staff represent racial minorities. Eighty-nine (42.8%) of the remaining 208 clerical, technical, and service staff are representative of a racial minority. Overall, 99 (24%) of the 413 employees are black compared to 25.7% non-whites in the regional civilian work force. Recruitment efforts for minority faculty and administrative staff generally follows the plan outlined in the College Desegregation Report. The College anticipates that no fewer than three new black faculty members will be hired prior to September, 1977.

Some of the difficulties in attracting other-race faculty and administrators to the College are as follows:

1. There is often a reluctance for professional people who live in an area which is a considerable distance from a large city or other higher educational institution;
2. For other-race applicants, there is the problem of contacting a social peer group in a semi-rural community;
3. When it is necessary and appropriate to prefer a doctorate in faculty and an advanced degree in administrative appointments, availability of applicants is often limited.

Administrative Coordination

A multi-racial coordinating committee designed to facilitate the desegregation efforts of the institution has met periodically during the past year. No grievances have been submitted for the past three years. With the cooperation of the Board of Trustees, the committee is attempting to secure a pool of minority applicants for future appointments of both administration and faculty.

Program Cooperation

The cooperative programs with the University of Maryland Eastern Shore identified in the institution's desegregation plan continue. During the Fall semester of 1976, a total of 59 students participated in the Coop program. Twenty Salisbury State College students enrolled for 30 student credit hours at University of Maryland Eastern Shore and 39 University of Maryland Eastern Shore students enrolled for 332 student credit hours at Salisbury State College. A full-time professional staff person has been working for the past year to facilitate those activities that are designed to increase the cooperative efforts between University of Maryland Eastern Shore and Salisbury State College. In addition, cooperative programs have been established with the Delaware Technical and Community College in Georgetown, Delaware and Old Dominion University in Norfolk, Virginia.

ST. MARY'S COLLEGE OF MARYLAND
ST. MARY'S CITY, MARYLAND 20686

1977

THIRD MID-YEAR DESEGREGATION STATUS REPORT

St. Mary's College of Maryland is the newest of Maryland's four-year public colleges. Its mission is to provide a distinctive choice within the public sector: a truly distinguished liberal arts education in a small, rural, primarily residential setting -- a "village of learning." In addition to its nine flexible, basic majors (art, English, music, biology, mathematics, natural science, history, social science and human development), the curriculum includes a secondary teacher certification program. Emphasis is placed on the mastery of knowledge in both breadth and depth, including interdisciplinary and intercultural programs, off-campus learning, independent studies, and learning contracts.

STUDENT COMPOSITION

Profile: Fall 1976 enrollment was 1,174 -- 969 full-time and 205 part-time students, 558 men and 616 women. Approximately 72 percent of the full-time students resided on campus. The majority of new students came from the suburbs and medium-sized towns of the state: only 8.2 percent of the entering class came from homes in large cities, another 22.1 percent from small towns or farms; some 19.2 percent of the total full-time student group and virtually all part-timers lived in St. Mary's County.

Of the total enrollment, 94 (8.0 percent) were classified as minorities, another 8 (.8 percent) were foreign; minorities comprised 7.2 percent of the full-time and 11.7 percent of the part-time contingents. More than 87 percent of the minority students were Black; the rest were Hispanic or Asian-American, in decreasing order of frequency. (See Table 1.)

Twenty-seven of the 60 full-time black students in Fall 1976 were freshmen -- 21 new and 6 who had entered in 1975-76; 4 of the latter became sophomores in February. There were, in addition, 22 black part-time students in the autumn. Although 9 full-time minority students (8 black, 1 Hispanic) and 3 foreign students did not return for spring semester, 4 new minority (2 black, 2 Hispanic) and 1 foreign student enrolled, together with 2 re-entries and 2 transfers from part-time to full-time status (all 4 were black). (See Table 2.)

Recruitment: St. Mary's College has affirmed its commitment to educate the "broadest spectrum of qualified students" and to give particular attention to minority candidates. Ongoing, persistent efforts by Admissions and Integration personnel have resulted in continuing increase in both the numbers and intellectual calibre of minority applicants.

1. One member of the Admissions staff, a minority graduate of the College, focused his attention this year on three primary areas (Baltimore, Washington and local), directly contacting more than 600 minority students. Applications by mid-April were up approximately 60 percent over 1976: 90 versus 56.

2. Visits have continued to predominantly black high schools and junior colleges, with each visited at least twice -- some 70 visits in all. At least 10 College

Day (or Night) programs in this contingent were also participated in. Counselor rapport, resulting in return invitations and student recommendations, increases each year.

3. Close cooperation has been maintained as well with the Baltimore-based Direct Search for Talent and Washington's Educational Opportunity Center. Both also sponsor large-scale College Days, and recommend a number of students to the College.

4. Four-year scholarships contingent on continued academic performance, were offered to four demonstrably excellent minority students in 1976-77; this program will continue in 1977-78.

5. Current minority students continue to participate actively in the College's Open House days and as campus guides for visiting prospective students and their families. Faculty and administrative staff are also strong supporters of the Open House program.

Retention: Retention rates for black students have continued to be higher than those of white. As of the spring of 1977, 50% of the black freshman entrants of 1974 remain, as against approximately one-third of the white freshmen. Seventy percent of the black freshmen of 1975 returned in Fall 1976, versus 65.5 percent of the white. Six black students graduated in the Class of 1976, although only two will reach that goal this year. Music has become a strong alternative to Social Science as a major field, but every major attracts a core contingent. (See Table 3.)

The continuation and strengthening of past programs have had strong influence on this picture. The Academic Assistance Program has been positively developed and coordinated this year under a new director: minority students constitute about 25 percent of the participants in both the Developmental Skills and the tutorial program. The Veterans Tutorial program also continues, as do the extensive efforts by the Director of Counseling and the Integration Coordinator to advise and suggest problem-solving means to minority students.

Under new Black Student Union leadership, and with the encouragement and support of the Director of Student Activities and the Committee on Minority Programming, a number of innovative activities were carried through this spring: the "Battle of the (Four) Bands," a jazz clinic and concert by Dr. Reppard Stone and his associates, a dance for the entire campus, and an "SMCM Gong Show," featuring local talent and judges. The Union has shown increasing interest and ability in working within normal channels to accomplish goals which are worthwhile to them and enjoyed by all.

FINANCIAL AID

Minority students are eligible for any Federal aid programs, state programs (especially Other Race Grants), and College grants administered by the College: some 62 (an increase of approximately 25 percent) are benefiting from one or more of the need-based programs this year. While minority students still constitute less than 10 percent of the student body, they are about 50 percent of the number receiving financial aid. However, the total average aid package for both minority and other students has become almost the same: $1500 - 1700. The average ORG award to the 48 benefiting rose to $1200, and minority recipients of the Basic Educational Opportunity Grants averaged $954 from that program. As in the past, ORG funds have been a major factor in the desegregation progress made, and have thus far proved sufficient for all eligible minority applicants.

EMPLOYMENT COMPOSITION

Profile: The full-time employment composition of St. Mary's College has altered only slightly since fall. Minorities comprise about 17 percent, white Americans 83 percent, of the total. Most minorities are in the Non-Professional group. (See Table IV.)

One Black male professional transferred from full-time to part-time because of graduate study; 2 Black male non-professionals resigned, 3 were hired. One Hispanic female non-professional was hired.

The part-time staff includes 1 Hispanic male faculty member (formerly full-time, now retired); 1 Black male professional (see above); 1 Black male and 1 Black female non-professional. In addition, one athletics coach is black.

Recruitment: Thirteen full-time faculty, 7 administrators/professionals, and 17 non-professional employees were recruited for 1976-77. No new faculty or administrators were minority, 3 non-professionals were. As in past years, faculty and most administrative openings were advertised nationally in such publications as the Chronicle, the New York Times, the Academic Journal, and professional journals (Science, AACRAO, AHA Employment Bulletin, APA Monitor, ASA Footnotes). Other administrators were also sought through attendance of relevant conventions (ALA, ACPA). In addition, direct approaches were made to a number of affirmative action agencies: HERS, Maryland Affirmative Action Officers Talent Bank, SBHE Central Placement Bureau, Maryland Bureau of Employment Security, and AAUA Clearinghouse for Career Advancement. Employment of minority staff did not occur, but minority applicants were increasingly evident in the instances where this could be recognized: 4 of 63 Residence Director applicants, 1 of 37 Academic Skills, 9 of 237 Librarians, 14 of 33 Economists, for example.

Data Bank materials from the State Board of Higher Education have been circulated promptly; their more frequent publication has been very helpful.

As noted in earlier reports, applicants must weigh the College's excellent salary levels and environmental advantages against relatively rural social conditions.

In-Service Training Programs for Classified Employees: The major training for classified employees is on-the-job. At intervals, seminars are held on campus to initiate new or improved methods; specialized instruction is also provided in carpentry and in installation, repair, and changing combinations of the College's extensive lock system.

This year, installation of new Xerox reproduction equipment required intensive training for 8 secretaries, less for a number of others.

In its first year of operation, the new policy of free tuition for employees and their dependents, on a space-available basis, has proved increasingly popular to all segments of the College. (See Table V.)

ADMINISTRATIVE COORDINATION

The President is responsible for the implementation of desegregation and affirmative action at St. Mary's College of Maryland; an Equal Opportunity/Affirmative Action Committee represents the several campus groups. The Affirmative Action Officer serves as liaison between the two. Substantial progress was made during 1976-77 in the formulation of an Affirmative Action Plan for the campus.

ST. MARY'S COLLEGE OF MARYLAND
ST. MARY'S CITY, MARYLAND 20686

TABLE 1: RACIAL COMPOSITION OF THE STUDENT BODY, 1974 - 1977

		FALL 1974		FALL 1975		SPRING 1976		FALL 1976		SPRING 1977	
Race	Status	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Black	FT	31	3.3	52	5.1	53	5.7	60	6.2	58	6.4
	PT	18	9.7	19	7.9	19	8.7	22	10.7	18	9.2
Indian	FT	2	.2	2	.2	2	.2	0	.0	0	.0
	PT	0	.0	1	.4	2	.9	0	.0	1	.5
Asian	FT	4	.4	2	.2	2	.2	4	.4	4	.4
	PT	1	.5	0	.0	3	1.4	1	.5	0	.0
Hispanic	FT	8	.9	10	1.0	5	.5	6	.6	7	.8
	PT	0	.0	2	.0	2	.8	1	.5	1	.5
White	FT	876	94.6	940	93.0	870	92.9	891	92.0	837	91.8
	PT	166	89.7	219	90.0	193	88.1	181	88.3	175	89.3
Foreign	FT	5	.5	5	.5	4	.4	8	.8	6	.7
	PT	0	.0	0	.0	0	.0	0	.0	1	.5
TOTAL	FT	926	99.9	1011	100.0	936	99.9	969	100.0	912	100.1
	PT	185	99.9	241	100.0	219	100.0	205	100.0	196	100.0

ST. MARY'S COLLEGE OF MARYLAND
ST. MARY'S CITY, MARYLAND 20686

TABLE 2: FULL-TIME BLACK STUDENT ENROLLMENT BY CLASS (1972 - 1977)

	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Spring 1976	Fall 1976	Spring 1977
Freshmen	15	9	16	35	33	27	22
Sophomores	10	9	6	8	13	25	24
Juniors	7	5	6	4	--	6	9
Seniors	2	3	3	5	7	2	3
TOTAL	34	26	31	52	53*	60	58

* Plus 2 seniors registered for part-time work to complete graduation requirements

TABLE 3: FULL-TIME BLACK STUDENT ENROLLMENT BY CLASS AND MAJOR: SPRING 1977

	Freshman	Sophomore	Junior	Senior	TOTAL
Art	1	-	-	-	1
Biology	3	1	-	-	4
English	2	2	1	-	5
History	1	1	1	-	3
Human Development	-	1	-	1	2
Mathematics	1	-	-	-	1
Music	6	7	-	-	13
Natural Science	1	1	1	-	3
Social Science	4	8	6	2	20
Undecided	3	3	-	-	6
TOTAL	22	24	9	3	58

ST. MARY'S COLLEGE OF MARYLAND
ST. MARY'S CITY, MARYLAND

TABLE 4: SMCM FULL-TIME PERSONNEL, BY CATEGORY

		Fall 1976				Spring 1977			
Classification		Black	Hisp.	White	Total	Black	Hisp.	White	Total
Exec./Adm.		-	-	10	10	-	-	10	10
Faculty		1	-	65	66	1	-	63	64
Professional		3	-	31	34	2	-	31	33
Non-Professional		28	-	60	88	29	1	56	86
TOTAL	N	32	-	166	198	32	1	160	193
	%	16.2	0.0	83.8	100.0	16.6	.5	82.9	100.0

TABLE 5: PARTICIPATION IN SMCM TUITION-FREE EDUCATIONAL BENEFITS

	Employees		Dependents	
	N	Courses	N	Courses
Fall 1976	9	11	20	22
Winter 1977	7	7	8	8
Spring 1977	15	17	25	71
TOTAL	31	35	53	101

TOWSON STATE UNIVERSITY

Third Mid-Year Desegregation Status Report
April 1977

Towson State University offers a wide variety of undergraduate programs in the liberal arts and sciences, teacher education, applied health, and business administration, as well as masters degree programs in educational and liberal arts specialties. Located in the northern suburbs of Baltimore, Towson serves a geographically and socially heterogeneous population. In the last seven years, the University has undertaken to make its programs and services more responsive to the needs and aspirations of all segments of society.

In addition to its responsibilities under the Maryland Plan for Completing the Desegregation of the Public Postsecondary Institutions in the State (Feb./May, 1974), Towson State University has also undertaken the implementation of a comprehensive Affirmative Action Plan. Compliance monitoring under both the Desegregation and Affirmative Action Plans has been assigned to the Affirmative Action Officer, who reports directly to the President of the University.

The development, implementation, and evaluation of programs to support the desegregation and affirmative action goals of the University is a continuous process at all levels in the University. The comprehensive Management Information System now being developed by the Maryland State College Information Center for use by the seven State Universities and Colleges will be an invaluable tool for accurate workforce reporting and for monitoring compliance and pinpointing problem areas. Other monitoring processes are described in the body of this report.

STUDENT COMPOSITION

Analysis of student composition shows a gradually increasing other-race presence in the student body over the past several years. Fall 1976 enrollment figures show the following black presence among full-time undergraduate students:

first year students, 14.26% black
second year students, 9.01% black
third year students, 7.58% black
fourth year students, 5.36% black
total full-time undergraduate, 10.17% black

Progress toward the 1980 goal of a student body which is 14-16% black, proportionately distributed among the years of study, obviously depends upon continued refinement of our techniques for facilitating the recruitment, retention and academic progression of students.

Minority recruitment, under the direction of the Assistant Director of Admissions with the help of multi-racial student recruitment teams, emphasizes the recruitment of larger numbers of high quality minority students. To make prospective minority students aware of the educational opportunities at Towson State University and to present the University as having an environment that is socially and psychologically suitable for minority students, the program comprises three phases: an initial visit in the Fall, return visits in the Winter to help with applications and financial aid forms, and visits by teams of Towson students during the Spring. In addition to participating in the visits, student team members provide additional contacts with prospective students: (1) telephone contacts to follow up missing items from students' applications, (2) direct mailings to minority students to provide admission information, and (3) conducting student tours of the campus.

To supplement the high school visits, the Admissions staff has worked closely with a variety of talent search and support programs. These programs serve as an additional means of identifying students for the purpose of admissions, financial aid assistance, and counseling, and our close working relationship with these organizations has considerably improved Towson's image in the eyes of the black community. The organizations we have worked with include Direct Search for Talent, Project OPEN, National Scholarship Service for Negro Students, the Upward Bound programs of Trinity College, Georgetown University, Howard University, and Morgan State University, and "Project GO," a program sponsored by the Baltimore City Schools.

The Admissions Office this year has begun to utilize more fully existing campus resources, such as the Afro-American Cultural Center and the various Black fraternities and sororities. The Admissions Office is currently developing an audiovisual presentation portraying opportunities for minority students at Towson State University.

Increasing problems in the availability of housing and financial aid and the slow rate of processing applications hinder the minority recruitment program. Additional Admissions Office staffing, both professional and clerical, would help to increase our outreach to prospective minority students.

Retention and student progression are inter-related problems. Retention of minority students depends not only upon creating a campus climate which is conducive to multi-racial harmony and providing specific counseling and support services, but also upon developing programs which enable the minority student to make reasonable progress toward the degree and other academic goals.

The Study Skills Support Services Center (SSSSC) continues its commitment to the goal of enabling high-risk students to achieve degrees. The SSSSC staff now consists of the Director and five other professionals, and fifty student-tutors, as well as three clerical workers and a lab assistant. New SSSSC programs were established this year in the following areas: study skills workshops for incoming students; a workshop on term paper writing; a personal growth group for black women; a college survival group, a decision-making and problem-solving group, and a readibility workshop for faculty. The Communication Skills course has expanded to eight sections per semester. The Summer Transitional Program for 1977 will accommodate 60 high-risk students, giving them orientation, skills training, and the opportunity to complete the Communication Skills course during the summer.

Towson State University is participating in the Board of Trustees-sponsored longitudinal study of the retention and progression of high-risk students. In this study, the development of a detailed data base will provide a foundation for more realistic planning to insure adequate academic services to students with deficient educational backgrounds.

The Division of Student Services has introduced into the summer orientation program a component specifically designed to welcome incoming minority students; both the Associate Dean for Minority Relations and the Black Student Union participate in this program.

Students with low grade point averages after their first semester are encouraged to participate in a special advising program. Those who have been reinstated after academic dismissal are required to receive special academic advising.

The Afro-American Cultural Center (a unit of the Division of Academic Affairs) has continued to offer lectures, rap sessions, film series, and student-led public programs, drawing a wide audience of both black and white students. In addition, a monthly information bulletin, "Ebony Notes," is distributed. The AACC meeting rooms have been made available, during evenings and weekends, to meet the needs of the growing number of black-oriented organizations on campus. Space reservations for such meetings have averaged ten per month. In addition, the rooms have been used for daytime meetings of the Black Faculty and Administrators' Association, the African-American Studies Advisory Committee, the committee which produces the "Insights in Black Perspective" radio program on WCVT-FM, and other groups.

The Black Student Union (a student organization) has increased the number and range of its activities. In the recent SGA elections, nine of the student senators elected (the total of senators is fifteen) are black. Early in 1977, the Division of Student Services held two one-day Human Relations Workshops for student employees and student leaders. These workshops, conducted by Dr. Joseph Amprey, Director of Counseling Services at Coppin State College, were designed to promote better relationships between black and white students.

For students ineligible for regular admission to the University, an alternative is possible through the successful completion of a qualifying program offered through the Division of Continuing Studies. To enhance the attractiveness of this program to academically underprepared students, two major efforts were undertaken this year: (1) The Division of Continuing Studies introduced remedial courses in mathematics and communication skills into the evening schedule and counseled students with deficiencies to register for these courses. (2) The Division of Continuing Studies, in conjunction with the Financial Aid Office, established a program of financial aid for students in the qualifying program who are pursuing degrees on at least a half-time basis.

FINANCIAL AID

Minority students constitute 10% of the student population and 26% of the total aid population receiving college-based federal aid and BEOG's. Minority students receive 40% of federal grant monies and 25% of federal "self-help" monies (NDSL and CWS). The balance of aid received by minority students comes from the State Other-Race Grant program, the only source of special funds for minority students.

Less than 7% of the total financial aid available at Towson State University is in the ORG program. At present, the ORG funding level meets

46% of the net need of minority financial aid recipients. As the University's minority enrollment increases, to meet the 1980 desegregation goal of 14-16%, a major increase in ORG funding will be necessary to meet the financial needs of these students.

In 1976-77, the State extended ORG's to the graduate level. Towson received five Graduate ORG's of $1,000 each. Since these grants were earmarked to be used only for tuition and fees, the University committed additional funds to provide what amounted to assistantships for four of the recipients. In this way, these masters degree students received marketable on-the-job experience in their fields, and a stipend of $1,500 beyond the ORG funding. The University intends to continue to provide this supplement for four Graduate ORG recipients in the 1977-78 academic year; however, it is doubtful that monies will be available to expand the commitment to additional Graduate ORG recipients (we expect ten Graduate ORG's to be allocated to Towson for 1977-78).

Only a substantial increase in ORG funding at both undergraduate and graduate levels will permit the University to meet its desegregation commitment. A shortfall in financial aid funding will undoubtedly impact most heavily on minority students.

EMPLOYMENT COMPOSITION

There has been a slight but steady rise in the percentage of faculty and staff who are black. Efforts are underway to increase the numbers, visibility, and job satisfaction of minority faculty and staff members.

Currently, the full-time faculty of the University is 3.7% black (inclusion of the faculty of the Lida Lee Tall Learning Resources Center - the demonstration school on campus - raises the proportion to 4.2% black). Eleven percent of the administrators are black, as are 12% of the professional non-faculty employees.

Efforts to recruit more blacks in classified positions, particularly in the secretarial/clerical and technical/paraprofessional categories, are somewhat hampered by State personnel regulations. The easing of restrictive State personnel policies remains a priority objective of the Maryland Association of Affirmative Action Officers, the professional society of Affirmative Action/Equal Opportunity personnel in educational and governmental agencies in the State.

Recruitment of black faculty, professional, and administrative staff will continue to lag so long as the "supply" problem exists, particularly at the doctoral level. The University therefore urges additional Statewide efforts to increase the number of blacks completing the doctorate and professional degrees.

The establishment of the State Board for Higher Education central clearinghouse for minority professional candidates is a welcome addition to the resources available to the University. The listings published thus far have been of limited usefulness; however, the continuance of the service looks promising. The Affirmative Action Officer has assumed responsibility for disseminating to departments the names of persons listed in the registry who appear qualified for posted openings. Other "talent banks" including the Maryland Association of Affirmative Action Officers' registry, Baltimore New Directions for Women, the Higher Education Resource Service, and the Economic Development and Employment Office of the Baltimore Urban League are notified of open positions.

In 1976-77, Towson had one SBHE Other-Race Intern, Ms. Myrtle Bryan. Ms. Bryan's internship has been highly successful and we hope that Ms. Bryan can continue as an employee after the conclusion of her internship. The Other-Race Internship program is one of the most promising of the SBHE desegregation programs. We suggest that a further program, to underwrite the expenses of Doctoral study by incumbent other-race faculty and administrators, would be of assistance in preparing minority personnel for advancement to the upper academic and administrative ranks.

ADMINISTRATIVE COORDINATION

The Affirmative Action Committee serves as the Multi-Racial Coordinating Committee specified in the Maryland Plan for Desegregation. Primary responsibility for monitoring and program development rests with the Affirmative Action Officer. The AAO maintains liaison with counterpart personnel in other institutions, systems, and State agencies, as well as coordinating the internal efforts to achieve desegregation goals. In 1977, the AAO of Towson State University was elected President of the Maryland Association of Affirmative Action Officers.

PROGRAM COORDINATION

Towson State University remains committed to inter-institutional cooperation, particularly with the neighboring predominately-black institutions, Morgan and Coppin. At the graduate level, the reciprocal arrangement with Morgan State University is particularly strong. The co-op program at the undergraduate level remains small though viable; easier registration and transportation might make the program more attractive.

CONCLUSION

Towson State University continues to make progress in meeting its desegregation goals. Increased enrollment and retention of minority students, the development of additional support services, and the gradual balancing of staff in all categories of employment remain priorities in our desegregation program. Within the constraints of an increasingly less flexible budget, the University continues to implement the provisions of the Maryland Plan for Desegregation.

THIRD MID YEAR DESEGREGATION STATUS REPORT
UNIVERSITY OF BALTIMORE
1977

In January 1973, as a result of an action of the Maryland General Assembly in 1975, the University of Baltimore was brought into the state higher educational system as "an upper division academic institution", that is, third and fourth collegiate year and post graduate studies. As a specialized upper division/graduate/professional institution, the only one of its kind in Maryland, the University consists of:

- The College of Liberal Arts
- The School of Business
- The Graduate School
- The School of Law

The primary undergraduate function of the University is to provide academic opportunities and services at the Junior-Senior level to transfer students from community colleges and elsewhere. A liberal transfer of credit policy has been instituted to accommodate transfer students from community colleges and other colleges. Each college of the University has specific objectives; but all strive to transmit to students:

- Mastery of a field of knowledge
- A critical appreciation of the nature and application of knowledge, an understanding of society, and a sense of individual purpose and creative accomplishment
- The need for constructive participation in the democratic processes of the University and the larger community in which it functions

STUDENT COMPOSITION

The total percentage of Black Students in all categories has remained constant at 15% for the Fall '75 and '76 semesters. Based on available data, Black full-time undergraduates compose 24% of the student undergraduate population, Black part-time undergraduates 17%, Black part-time graduate 10%, Black full-time Law Students 3%, Black part-time Law Students 4%. We have no Black full-time Graduate students because the University has no full-time graduate programs.

Being an upper divisional state institution, we can no longer accept freshman and sophmore transfer students. We have lost some potential University of Baltimore students because of our upper division status. This loss has been minimal due to the recruitment efforts of our admissions recruitment staff. Our recruitment officer has been vigourously recruiting at predominately Black Community Colleges.

ADMISSIONS CRITERIA

The undergraduate schools have been changed to conform to upper division status. The Maryland Council for Higher education defines upper divisional status for the University of Baltimore to mean that full-time enrollees shall be only those students who are enrolled at the Junior level and above. As of the Fall 1976 semester, or thereafter, a minimum of 56 credits must be earned outside the University of Baltimore for a degree/certificate/diploma at that institution. As of September 1976 we will admit as full-time students only those persons who have accumulated 56 credits or more. After September 1976, no person without Junior standing or above may be enrolled for more than 9 credit hours per semester. None of the above definitions shall be applicable to students enrolled at the University of Baltimore prior to the Fall semester, 1975.

GRADUATE PROGRAMS at the University are at present almost entirely part-time evening programs. All graduate programs have the option of requiring additional admissions devices such as letters of recommendation, Graduate Management Admission test scores, Graduate Record Examination test scores, letters of recommendation, and a satisfactory grade point average. Nevertheless "conditional" admission is possible in all of these programs. A face which maintains in part the "open door" admissions tradition of the University. An interview with the department chairman is necessary and required prior to enrollment.

LAW SCHOOL ADMISSIONS are based upon the student's college academic records and Law School Admission test scores. The average score for the last year's (September 1976's) entering class was approximately 590 on the LSAT and approximately 3.1 for the undergraduate grade point average. The Director of Law School Admissions has visited all Maryland institutions of higher learning and has made a special point of visiting those campuses which have predominately minority enrollment for recruitment purposes. The Law School has experienced some difficulty in attracting qualified minority students. It is a rigorous academic program and the qualified minority student is vigorously sought by all American Law Schools. Our financial Aid in terms of "OTHER RACE" Grants has been severely limited. We have received a Minority Law Student Grant of $30,000 from the State Legislature. This grant will be most beneficial in assisting us in our recruiting efforts especially when we are competing against other Law Schools for the minority student. As of February 1977, the University now has a Professional and Graduate School Minority Relations Counselor. This person will assist in the recruitment of minority Law and Graduate students. The part-time minority Law Students has increased from 4 during the Fall 1975 semester to 25 for the Fall 76 semester. The number of full-time minority students has decreased from 29 during the Fall '75 semester to 12 for Fall '76. This decrease can be attributed to a number of full-time Law Students changing their status from full-time to part-time status. Some of the students encountered academic problems and did not continue and some students transferred to other Law Schools. At this time, there is no available data on the number of minority students entering the Law School from each of the other Maryland institutions, and from out of state institutions.

During the summer of 1975, the Law School introduced its pilot program. This program introduced first year Law Students to academic preparation for survival skills in Law Schools. They were exposed to many Law School concepts, ex., preparing legal briefs, legal writing, and in general the format for a first year Law Student's requirements.

First year Law Students of 1976 were introduced to an improved and expanded Summer Law program. New courses have been added to benefit the student. An improved orientation program and a "contracts" course will be added to assist the student in improving his/her legal skills. Minority students as will as non-minority students are encouraged to participate in this program. Student response to this program has been favorable.

COUNSELING SERVICES

The University's Counseling Center has services and programs to benefit the minority student as well as the non-minority student. Counselors are available on a day and evening basis to counsel all students. Counselors are involved with Admissions, Academic and Personal types of counseling. There is a minority relations counselor on duty in the event that her services are required. The Counseling Center offers numerous examinations for advanced placement credit, graduate school testing requirements, and vocational interest test. Small group counseling sessions are encouraged for students with poor study habits. A tutorial program is available for students requiring the service.

The University's Counseling Center has established a Study Skills Center to aid in the retention of its students. The Study Skills Center offers programs in English Writing, Effective Reading, College Math and Group Study sessions. These non-credit programs have been added to assist the academic adjustment of Junior level transfer students. Overall, we feel that these programs have improved our student's academic performance level. At this time, there is no available data on minority and non-minority retention data. We have long been a "stop in, stop out" institution for adult working students. Plans to collect this data are under way so that it will be available for future reference.

As initiated by the Maryland Board of Trustees of the State Universities and Colleges, the Academic Retention Program seeks to provide quality, low-cost undergraduate and graduate education to all within the State College and University system. The specific focus of the program is the development and support of the underprepared student who demonstrates inadequacy in the basic skills and in the persistence necessary for successful completion of the college curriculum.

In accordance with the goals of the Academic Retention Program, efforts are underway at the University of Baltimore to identify the underprepared student and to collect data which will identify the variables associated with his lack of preparation. Concurrently, interviews are being conducted with the administration, faculty, and existing support service personnel to identify areas of particular academic concern in the class room and to identify policies and procedures which are non-supportive of the underprepared student.

Plans have been implemented to open a resource room offering academic support services for the underprepared student in the basic skills--reading, writing, and mathematics--and in the academic skills. Existing support services--the Math Clinic, the Math Lab, and the Writing Clinic--will be integrated into a total program of services for the student. Since a significant proportion of the underprepared students are enrolled in the School of Business, special attention has been given to the inclusion of materials related to this area of study.

Considerations are currently being made as to the most appropriate means of identifying future underprepared students, referring them to support services, and providing them with individualized programs of instruction. Also, of particular concern, are the means by which the faculty may best be made aware of the characteristics and learning styles of underprepared students so that effective modes and methods of instruction may be implemented.

It is anticipated that a total support program for the underprepared student will be operational for the Fall 1977 semester.

FINANCIAL AID

The Financial Aid Office at the University of Baltimore administers Federal, State, Local and Institutional Financial Aid Funds. Minority students are eligible for all of the above programs and are assisted in completing their degree plans at the University.

The purpose of the Financial Aid office is to provide a "package" of financial assistance for the express purpose of helping exceptionally needy students meet their educationally related expenses. For the minority students, three programs have been designated. The Other Race Grant, funded by the State, to assist undergraduate minority students in attendance at the University. The Graduate Other Race Grant also State funded is to assist graduate minority students. The Minority Law Grant is an institutionally sponsored grant for minority Law Students on a renewal basis. Minorities are also eligible for all types of aid available at the University. We feel that the minority student in attendance at the University is assisted in all classifications of enrollment.

Since we are an upper division institution and drawing students from the community colleges, our minority enrollment will be increasing. We will be receiving a substantial increase in Federal Funds for the 1977-78 academic year. This means a substantial financial aid package to our total Financial Aid recipients. We are finding that the majority of the most needy students tend to be minority students. Our present minority aid recipients are 50% of all financial aid recipients.

Listed below is the volume of funds available for Fiscal Year 1977 and Fiscal Year 1978:

	ACTUAL 1976-77	PROJECTED 1977-78
OTHER RACE GRANT (UNDERGRADUATE)	20,000	40,000
OTHER RACE GRANT (GRADUATE)	4,000	8,000
MINORITY LAW GRANT	30,000	50,000
NDSL	60,000	100,000
KELLY FOUNDATION (GRADUATE)	10,000	10,000
BEOG	276,879	320,000
SEOG IY	10,190	45,000
SEOG RY	32,593	70,000
CWSP	42,589	80,000
INSTITUTIONAL EMPLOYMENT	120,000	150,000
MERIT SCHOLARSHIPS	180,000	180,000
FOUNDATION FELLOWSHIPS	35,000	34,000
GAURANTEED LOANS	250,000	300,000
LEEP	217,150	204,750
INSTITUTIONAL GRANTS	5,000	5,000
TOTAL	1,283,401	1,597,650

EMPLOYMENT COMPOSITION

Statistical data which reflect minority and non-minority faculty, administrative and classified personnel is included in other volumns of this report. The main difficulty that we foresee in this recruiting drive is the hard fact that in the academic areas of Business and Law, there are not many Black scholars (Ph.D. and J.D. level) being produced in the United States at this time.

The University has encountered serious problems in attracting Black Faculty members. We realize that traditional and non-traditional means for searching out and identifying minority candidates for faculty and staff psoitions have to be utilized. We have directed our recruitment efforts toward minority publications, newspapers, professional organizations, and Journals of higher education. We have written to Black Professional Organizations asking them to forward to us the names of qualified minorities to fill faculty psoitions. The response rate from the professional organizations has been poor.

On the brighter side, four Black Administrators have been hired since last year's report. The positions that were filled included, the Personnel Director, Academic Counselor, Professional and Graduate School Minority Relations Counselor and the Director of the Financial Aid Programs.

The University's Admissions Office has placed one minority graduate student from the Maryland State Internship programs. Plans are being made to hire another minority graduate student from the same internship program.

Currently, there are no in-service training programs for employees, but we certainly would implement such a plan were an occasion to arise where it would be appropriate.

ADMINISTRATIVE COORDINATION

The work of the Multi-Racial Coordination Committee is well underway. The committee members are as follows:

MR. RALPH W. E. JONES, JR. CHAIRMAN	COLLEGE OF LIBERAL ARTS
MR. ANDREW A. GOLETZ	LAW SCHOOL ADMISSIONS
MR. LAWRENCE R. PEARL	SCHOOL OF BUSINESS
MR. WALTER A. RAFALKO	SCHOOL OF LAW
MR. JAMES C. SHAY	PUBLIC INFORMATION
MRS. KAY FEATHER	ADMISSIONS
DR. LORETTA C. WOZNIAK	GRADUATE SCHOOL
DR. ELAINE LOEBNER	COLLEGE OF LIBERAL ARTS
MRS. CLAUDIA ROBINSON	FINANCIAL AID
MS' SHIELA BROOKS	LAW STUDENT
MS' DORIS METZGER	LIBERAL ARTS STUDENT

Students have been added to the committee's composition. The main function of the committee members is to review with the respective administrative offices of the institution our practices and procedures and to recommend to the president ways that activities of the University can be improved upon.

PROGRAM COORDINATION

The University has coordinated its M.S. in Criminal Justics program with the graduate Corrections program at Coppin State. Plans have been adopted for our Co-Op program and our M.S. in Recreation and Coppin State's Special Education program. We have adopted in the Fall 1976 semester the same academic calendar as our neighboring sister state colleges. Different academic calendars hampered Co-Op programs to a large extent in the past.

UNIVERSITY OF MARYLAND AT BALTIMORE

THIRD MIDYEAR DESEGREGATION STATUS REPORT

1977

University of Maryland at Baltimore (UMAB) is located in downtown Baltimore. The campus has, in its educational complex, the only publicly funded School of Medicine in the State; the only Schools of Dentistry, Pharmacy, Social Work and Community Planning and graduate nursing programs in the State of Maryland; and one of the two Schools of Law in the State. University Hospital is an integral part of the campus educational environment. Teaching, research and service are the central purposes of UMAB, and the schools have attempted to integrate these three areas within their programs. Students enrolling in the various programs have previously completed two years of college, three years of college, the baccalaureate degree, or the master's degree, depending on the program to which they are admitted.

Student Composition

1. The student population for each professional program, by school, by racial composition, is as follows: Dentistry - White (W) 91%, Black (BL) 7%, Other Minorities (OM) 2%; Law - W 86%, BL 13%, OM 1%; Medicine - W 93%, BL 6%, OM 2%; Nursing - W 89%, BL 9%, OM 2%; Pharmacy - W 90%, BL 8%, OM 2%; Allied Health Programs - W 93%, BL 6%, OM 1%.

   The student population for graduate programs by school, by racial composition, is as follows: Dentistry - W 95%, BL 5%; Medicine - W 95%, BL 4%, OM 1%; Nursing - W 87%, BL 13%, OM 1%; Pharmacy - W 95%, BL 3%, OM 3%; Social Work and Community Planning - W 86%, BL 13%, OM 1%.

2. The admissions procedure and criteria for each school is as follows:

   Dentistry - Every applicant who eventually may be given an offer must be interviewed. Selection, as a result of the action of the entire Admissions Committee, is based upon an applicant's GPA values, DAT scores, recommendations and an interview before two faculty members, one student member and the director of admissions. It is preferred that applicants who are State residents have science and cumulative GPA values of 2.6 or higher and scores of 4 or higher in the Academic Average, 2-Dimensional Perceptual Ability Test (2D-PMAT) and 3-Dimensional Perceptual Ability Test (3D-PMAT) sections of the Dental Admissions Test (DAT). Non-resident applicants must have at least GPA values of 3.3 and scores of 5 in the DAT to be eligible to apply. A recommendation from either a pre-professional committee or one each from the undergraduate departments of biology and chemistry is also required for all applicants.

Law - The Committee on Admissions acts on applications. Each applicant must register with the Law School Data Assembly Service (LSDAS) to which college or university transcripts must be submitted for analysis and calculation of the GPA. The Law School Admissions Test (LSAT) is required. The Committee analyzes the applicant's entire record and all information filed by him or her. Primary consideration is given to undergraduate academic performance, the institution attended and the LSAT score.

Medicine - Academic achievement, extracurricular activities, personal characteristics, recommendations from college instructors or the pre-medical committee, scores on the Medical College Admissions Test (MCAT) and personal interview are all carefully considered in evaluating an applicant. Academic achievement and/or high scores on MCAT do not in themselves insure acceptance. Of equal concern to the Committee on Admissions are the applicant's personality, character, motivitation, sincerity of purpose and an assessment of the applicant as a potential physician. Communication skills, honesty, integrity, acceptance and carrying out of responsibility and involvement in activities in the area(s) of the applicant's interest(s) must also be demonstrated. Matriculants are required to accept the provisions of the Judicial Board and agree to assume its obligations prior to registration.

Applications from persons with outstanding credentials from other areas of the United States and Canada are welcome and will receive all possible consideration. However, preference in the selection process is given to residents of the State of Maryland.

Nursing - Admissions procedures for the fall 1976 undergraduate program: All entering junior students had to meet the minimum University of Maryland standard of 2.0 grade point average (GPA). Two-thirds of the applicants were admitted to the School of Nursing based solely on GPA. The remaining one-third of the junior class of 300 were selected from those applicants who fell between the initial GPA cut off point and a 2.0. The lower one-third of the class was chosen based on three criteria with the weight of each criterion varying (GPA - 60% weight; the Illinois Rhetoric Test which is a writing test - 20%; the BEM Sex-Role Inventory which is a psychological test - 19% weight). All applicants who took the two tests were ranked from high to low on their total weighted score. The needed number of students were chosen by taking the appropriate number of those who earned the higher total weighted scores plus any black Americans who took the test.

Pharmacy - A Committee on Admissions acts on applications. Applicants are required to take the Pharmacy College Admissions Test (PCAT). Two interviews are conducted by two members of the Committee on Admissions. Each interviewer is asked to rank the applicant on the following eight variables:

1. Positive self-concept or confidence
2. Understands and deals with racism
3. Realistic self-appraisal, especially academic
4. Prefers long range goals to short term or immediate needs
5. Availability of strong support person
6. Successful leadership experience
7. Demonstrated community service
8. Demonstrated pharmaceutical interest

An applicant is then evaluated using the interview, grade point averages and PCAT scores and an admissions decision is made. The Committee on Admissions interviews all black applicants that complete the information required for an admission decision.

Applicants admitted with lower grade point averages, low PCAT scores and applying from relatively weak feeder institutions are offered a paid, summer remedial program to improve their skills in mathematics and chemistry.

Social Work and Community Planning - Students enrolling in the School of Social Work and Community Planning must hold a bachelor's degree from an accredited college or university with a GPA of at least 3.0 on a 4.0 scale. Either the Graduate Record Exam (GRE), verbal and quantitative sections only, or the Miller Analogy Test (MAT) is required. A personal interview with a faculty member may be required. The combination of GPA, GRE or MAT test scores along with references serve as the primary criteria on which admissions are based.

In some instances, persons whose undergraduate preparation is deficient may qualify for provisional admission by successfully completing appropriate additional work before admission, or by demonstrating proof of recent, pertinent experience that indicates the applicant's present capacity to do graduate level work.

Graduate Studies and Research - Admission to doctoral and master's programs on the UMAB campus is the responsibility of the Dean for Graduate Studies and Research. In making decisions upon the admissibility of applicants, the Dean and his staff regularly seek the advice of the chairman of the academic departments and the departmental graduate admissions committee. Applicants are required to submit complete academic transcripts of all their collegiate work plus, in most cases, Graduate Record Examination scores. The School of Nursing also uses the Miller Analogy Test. English proficiency is required of all foreign applicants as demonstrated by the satisfactory completion of the TOEFL Examination.

The materials as they are received from the applicant are transmitted to the department for its review, where the following criteria for consideration of the applicant is utilized:

a. The quality of previous undergraduate and graduate work using the "B" average (3.0 GPA) as the minimum standard for admission.

b. The strength of letters of recommendation from persons competent to judge the applicant's probable success in the Graduate School.

c. Scores on the nationally standardized examination such as the GRE.

d. Work experience.

e. Other factors such as the statement of the applicant relating to career objectives, etc.

The department then makes a recommendation to the Graduate Dean for his final approval.

Dental Hygiene - The Dental Hygiene Admissions Sub-committee acts on admissions. There are minimum grade point averages and academic credits which an applicant must meet. All Dental Hygiene applications must be submitted by February 1st and all supporting documents received by March 1st. The personal interview, in which each candidate is interviewed by three members of the Dental Hygiene Admissions Sub-committee, is conducted for all eligible applicants. Each candidate is evaluated for the following characteristics: demeanor, maturity, communication, independent thinking ability, eagerness to learn and appearance. The Dental Hygiene Admission Sub-committee makes its selections after all applicant materials for all applicants have been submitted and reviewed, and after all interviews have been conducted. Each class is composed of those individuals who have ranked the highest in the above enumerated criteria. An alternate list of the next ranking applicants is also compiled in the event that some offers of admission are not accepted. All applicants not accepted, including those remaining on the alternate list, must re-apply for subsequent year consideration.

Medical Technology - Students are accepted into the Medical Technology program on a competitive basis. Criteria are set by the Admissions Committee and are as follows:

1. A minimum grade point average of 2.5 (2.0 in science) and completion of all required courses. A total of 90 semester hours.
2. Allied Health Professions Admission Test.
3. Letters of recommendation.
4. Personal interview.

Physical Therapy - The criteria used for the 1976-77 academic year regarding evaluation and selection involved the following:

a. Grade point average for required courses counted a maximum of 40%.

b. The Allied Health Professions Admission Test, which was based on national norms, counted a maximum of 40%.

c. A personal interview counted for a maximum of 20 points. Each of four interviewers used a 1-5 scale in rating, and this reflected their opinion as to how the student would function in our total educational environment.

After determining scores, the applicants were arranged in order of highest to lowest based upon the cumulative score and selections were made starting from the highest score and going down until each category was filled.

Radiologic Technology - Admission is based completely on GPA--and completion of pre-professional requirements. Interview or standardized testing is not required. Advisors meet with the applicant to prepare program and ~~obtain~~ offer assistance in completing admission procedures required by the University.

3. Minority Recruitment Efforts: All of the UMAB schools and programs have special committees devoted to increasing minority applicants and admissions. These committees are most often comprised of both black and white faculty members. The schools are increasingly making use of minority students in their off-campus recruitment efforts. Black student organizations are also utilized in minority recruitment activities. The schools also use available national listings of identified minorities who are interested in a particular professional program. These students are contacted to encourage

their application. Several of the schools have extended their recruitment activities to students who are Maryland residents, but attending out-of-state institutions. As of September 1976, with the infusion of new staff in the Office of Student Affairs Coordination (OSAC), we have been able to institute a more comprehensive program effort geared toward minority recruitment, admissions and retention. The OSAC minority affairs staff component serves as a resource team to each school to strengthen and systematize their program efforts and to maximize the end results. One of our primary goals is to achieve inter-school coordination of those minority recruitment and retention activities that lend themselves to joint planning.

Short range minority recruitment efforts are exemplified in a summer work study program for minorities who are enrolled in various undergraduate institutions (ex. - Morgan, Coppin, Bowie, UMES, UMBC, UMCP). The summer program is designed to acquaint minority students with the range of professional options available to them in their career choices through their exposure to the range of work experiences provided on the campus. The summer work study students are also exposed to some of the academic demands they may expect if they choose to enroll in a professional schools program. Knowledge is shared and broadened through group sessions.

The summer work study program has elements of long range recruitment goals. However, we are gradually extending our program relationship with the Baltimore City Public Schools (BCPS) in what we consider the most important portion of a long range program. We have held formal on-campus sessions with high school counselors. We have established working contacts with key individuals in the BCPS system, who provide career guidance and counseling to high school students, in order to give them a better appreciation of professional options available on the UMAB campus. High school students are now involved in career oriented visits to the campus.

4. Retention Programs:

Dentistry - The Dental School retention programs include the following:

1. Summer program - Black students who have been accepted for admission are invited to participate in this program. The purposes of this program are as follows:

a. To familiarize minority students with the type of academic program they will be experiencing in the fall semester.

b. To provide the student an opportunity to complete an academic course (biochemistry) for credit, thereby, reducing the academic load during the fall semester.

c. To provide students with close tutorial assistance.

d. To provide training in the Hanau Study Skills.

2. Academic Counseling program - To identify potential academic problems and assign students to appropriate tutorial, remedial and curriculum programs, i.e., specially tailored academic program (STEP). The counseling program is available to all students who may need this type of assistance.

3. Hanau Study Skills - To assist any student who may be experiencing trouble in taking notes, organization of notes, test taking, memorizing materials, etc.

Law - The Law School has several programs designed to assist minority students in Law study. These begin with a two week pre-enrollment program designed to introduce students to basic legal skills and concepts. During the first year of Law School, students have the opportunity of participating in a practice examination program and to receive tutorial assistance. In the upper class years, the Law School makes available a course in legal writing designed to help students overcome writing deficiencies--a serious problem which affects student performance on examinations, papers, etc. In the planning stage at this time is a special program to assist minority students with preparation for the bar examination. We hope to begin the program this year. Overseeing these programs, which are entirely voluntary for the students, is a Minority Students Committee which consists of both faculty and students.

Medicine - Major retention efforts continue to be the pre-enrollment summer program. The structure of the 1975 program represented a major departure from those of previous years in that a gross anatomy course comparable to that offered in the fall was given by the Anatomy Department. This program was very effective as a retention element in that it provided:

1. A lighter schedule during the first semester.
2. The mechanism for forming a strong support group among minority students.
3. A realistic idea of the rigors of medical school.
4. Reduced anxiety during the fall semester.
5. Introduction to the Hanau Study Techniques.

In addition to being a major retention activity for students matriculating in the regular Medical School program, the summer course in gross anatomy is invaluable in that it provides a mechanism of involving attractive pre-medical undergraduates in campus activities. This is an excellent recruitment tool in that the undergraduates get to know our medical students and faculty. The summer program also allows us to assist a few rejected applicants improve their chances of subsequently being accepted to Medical School. These are selected under-prepared individuals who we think have the potential of being successful medical students. In addition to the retention services provided by the Office of Medical Education (tutorial service and use of media library materials), minority students are provided the following through the Office of Minority Affairs: counseling, tutorial support, book loans, study skills, support of student activities, and preparation and dissemination of subject review questions.

Nursing - In 1976, the School of Nursing instituted an Alternate Curriculum Timing (ACT) plan, whereby, new junior students could extend their studies over two summer sessions, thus, carrying a lighter load during their regular academic years. Extra counseling and assistance with writing skills also were provided. Although the initial effort was only partially successful, experience was gained which will help with the next group. Also, there is evidence that ACT students who succeed are showing benefits from the program and would seem to have a good future. The School of Nursing finances the extra cost involved in the ACT program from Federal funds assisted by the desegregation budget from the Chancellor's Office.

Pharmacy - Pharmacy has a faculty person whose primary responsibilities are to provide retention and tutorial services to the student body. She attended all third year classes, monitored examination grades, provided tutoring, offered recitation sessions in biochemistry, counseled students, and arranged for two study sessions in reading and study skills for students.

Social Work and Community Planning - With the increased interest and in-put of the Black Student Union, and with the aid of desegregation funds, the School has recently initiated a minority student enrichment program. Through this effort the School hopes to be able to identify students facing academic difficulties and, with the aid of tutoring, both in one to one and group sessions, enable the students to maximize opportunities for successful completion of the academic program. This initial program will be evaluated and necessary revisions will be made to assure optimal success in future semesters.

Dental Hygiene - Dental Hygiene students may avail themselves of the Hanau Study Skills program which exists in the Baltimore College of Dental Surgery. This program is frequently recommended and occasionally required for students experiencing academic difficulties. It has been a significant program in terms of its effectiveness in improving the academic performance of minorities and non-minorities in the Dental Hygiene program. The Dental Hygiene program has a good student-faculty ratio and, as a result, faculty are able to provide more individualized assistance to all students, and especially to those experiencing difficulties.

Medical Technology - The attrition rate in Medical Technology is extremely low. This can be attributed to the individual counseling and academic assistance provided for students who are experiencing difficulty.

Physical Therapy - All students are worked with to assist them, as needed, in the courses with which they are having difficulty.

Radiologic Technology - The retention rate in this program has been 100 percent thus far. The close student-faculty ratio would appear to be the important factor in retention rates.

Financial Aid

Commentary under this category is essentially the same as that indicated in the Second Midyear Desegregation Report. The continued rise in the cost of education coupled with rapidly diminishing Federal and private aid resources is a source of concern for the future ability to adequately meet the needs of minority students. Financial aid funds available to minority students are basically the same source of funds available to UMAB students in general. Regardless of the educational program, all students are essentially eligible for some type of Federal loan, grant money provided by the State, private endowments and gifts and Federal work-study. All undergraduate students who apply for aid and do not hold a bachelor's degree must also apply for a Federal BEOG grant to assist them in meeting their financial needs.

Most minority students would contend that financial aid funds are not adequate to meet their real needs. We do require that students live within very modest budgets, therefore, the actual needs of students are often greater than our budgets provide. We advertise, and encourage all students to apply for, all of the external aid resources in order that they make maximum use of all resources. The Other Race Grants made available through the State Board for Higher Education (eight in fiscal year 1977 and an anticipated eight in fiscal year 1978) provide us with expanded financial aid resources for minority students. Undoubtedly we will need expanded financial aid resources either through the State Board for Higher Education and/or State grant funds appropriated to the University if we are to have the competitiveness to attract and the capability to hold minority students consistent with projected 1980 enrollment goals.

Employment Composition

Faculty by racial composition on the campus is as follows: Dentistry - White (W) 91%, Black (BL) 5.7%, Other Minorities (OM) 3.3%; Law - W 89.6%, BL 5.2%, OM 5.2%; Medicine - W 90%, BL 2.8%, OM 7.2%; Nursing - W 93.4%, BL 6.6%, OM 0%; Pharmacy - W 97.3%, BL 2.7%, OM 0%; Social Work and Community Planning - W 77.3%, BL 21%, OM 1.7%. The associate and classified staff employment composition by race on a campus-wide basis is as follows: White 57%, Black 41%, Other Minorities 2%.

The efforts to recruit minority faculty members are largely those enumerated in the Second Midyear Desegregation Report. With the exception of the School of Pharmacy, every school showed a gain in the percentage of minority faculty members. It is our hope that increased minority enrollment in graduate programs on the campus and the minority internship program sponsored by the State Board for Higher Education will assist the schools in identifying and hiring minority faculty members. We are in a very competitive nation-wide situation for qualified minority faculty persons. We continue to experience "raids" by other institutions of higher education who are in a more competitive financial situation to lure minority faculty members to their institutions. In-service training programs for employees remain as described in the Second Midyear Desegregation Report.

Program Cooperation

The mid-year report on program cooperation is not as optimistic as we wish it to be. At this juncture last year, a great deal of time, energy and hope were invested in seeking Federal funds for a consortium to be comprised of predominantly black undergraduate institutions in the State of Maryland, Baltimore City Public Schools and the UMAB campus in a collective effort to increase the availability of qualified minorities. The failure to receive funding for the proposal severely deflated the ability of all participants to regroup and continue a working relationship on programs of cooperation. A further complication was a turnover in staff on our campus--a segment of staff having the initiative for maintaining inter-institutional relationships. Consequently, the new staff has spent most of the year reformulating program cooperation on an inter-institutional level, e.g., redefined goals, objectives, procedures and methods. We are working to remove or overcome the strained relationships that evolved from misconception, hidden agendas and distrust.

The campus has renewed, through the Office of Student Affairs Coordination staff, a working relationship with the Baltimore City Public Schools (as mentioned in the minority recruitment section of this report) in an effort to phase in programs that will assist minority high school students to familiarize themselves with and prepare themselves for professional programs offered on this campus. We have reestablished contact with Chi Delta Mu (a professional organization of black dentists, doctors, and pharmacists) through its new president. Chi Delta Mu recently submitted a more modest proposal utilizing inter-institutional and inter-organizational resources in a joint effort to attract and motivate more minorities to professional educational programs. Chi Delta Mu requested and the UMAB campus submitted a letter of endorsement certifying our interest in and desire to cooperate with them towards achieving objectives of the grant proposal. The predominantly black undergraduate institutions have also endorsed and will participate with Chi Delta Mu in the project.

The 3-4 pre-medical program agreement between Morgan State University and the University of Maryland School of Medicine is still progressing. The University of Maryland - Morgan joint committee met several times during the past year. The end result was the development of a document which describes the following: curriculum, criterion for selecting students, selection procedure, retention criterion and counseling. The program was accepted by Morgan's Faculty Senate and we expect the first participants to be entering Morgan in September 1977.

The utilization of undergraduate students in the summer work study program has required considerable inter-campus activity and cooperation. We are attempting to make this a high quality, superior experience for the students who participate. We are interacting with academic and administrative staff on undergraduate campuses to insure wide participation, proper selection procedures, and in-depth information for students. The objective is to provide an enriching experience for the students who come to our campus as well as faculty and staff on our campus who will have close interaction with the students while they are here. Previous student participants have found the summer work study program to be a very positive experience for them and have voluntarily taken positive feedback to their home institutions.

Projections of Racial Composition

All schools on the UMAB campus remain committed to the faculty representation goals stated in the 1974 State Desegregation Plan. The experience of our professional schools in researching the availability data on minorities is that minorities having the qualifications for faculty status are at a substantially lesser percentage than their percentage of the national population. The utilization-availability analysis of faculty representation for the current academic year reveals that all schools with the exception of Pharmacy have minority faculty representation at or exceeding the level of availability.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY
THIRD MID-YEAR DESEGREGATION STATUS REPORT

The University of Maryland Baltimore County is located just minutes from the Baltimore Beltway and Interstate 95, which are major access arteries in the Washington-Baltimore-Philadelphia corridor.

Program development in the undergraduate school has emphasis on future employment, integrating traditional liberal arts course material with practical methods of application. Similarly, UMBC's Graduate School offers master's and doctoral degrees in interdisciplinary programs, some unique in the region which have been designed to produce graduates who are responsive to the labor market's ever-changing needs. UMBC endeavors to produce "multipurpose" individuals, each proficient in a set of skills and capable of adapting them to a variety of fields.

Equally important as its educational goals is UMBC's commitment to scholarly research in the arts and in the sciences. It provides up-to-date libraries and equipment and in conjunction with the other campuses of the University of Maryland fosters significant advances in these areas.

Student Composition

UMBC's undergraduate student body enrollment for fall 1976 was 5438; of which 2588 are males and 2850 are females. This figure includes 195 males and 318 females who are listed as part-time undergraduate students. The minority group totals, as compared with the total undergraduate enrollment, denote that minority males comprise approximately 14.1% and minority females 25.6% of the undergraduate students. Of the undergraduate total (5438), 20.1% are minority group members (as defined by HEW).

There has been a slight increase in the number of minority students entering UMBC in Fall 1976 as new freshmen as compared with those entering in Fall 1975. In 1975 the total Fall freshmen enrollment was 1511 and minority groups represented 23% of the new freshmen. However, the total freshmen enrollment for Fall 1976 was 1409, of which minority groups comprised 24% of new freshmen. A comparison of percentages of new minority freshmen for Fall 1975 and for Fall 1976 indicates an increase of one percent.

Of the 265 students enrolled in the graduate school, 9.4% are categorized as minorities with the largest concentration of minorities being classified as part-time graduate students. The breakdown is as follows:

Full-Time Master's Program	Minority	Non-Minority
Experimental Biology	1	23
Applied Mathematics	1	7
Chemistry Related to the Health Sciences	0	11
Community-Clinical Psychology	2	34
Policy Sciences	0	3
Applied Sociology	1	2
Instructional Systems Development	3	5
Sub-Total	8	85
Part-Time Master's Program		
Experimental Biology	1	21
Applied Mathematics	2	11
Chemistry Related to the Health Sciences	0	12
Community-Clinical Psychology	1	23
Policy Sciences	8	37
Applied Sociology	2	22
Instructional Systems Development	2	19
Special Graduate Student	1	2
Sub-Total	17	147
Full-Time Doctor's Program		
Experimental Biology	0	5
Applied Mathematics	0	2
Sub-Total	0	7

Part-Time Doctor's Program	Minority	Non-Minority
Experimental Biology	0	1
Applied Mathematics	0	1
Sub-Total	0	2
Total	25	241

Other race recruitment efforts have been productive. The Office of Minority Recruitment has continued to do an outstanding job of recruitment of other race students. Graduate School recruitment of minorities has been intensified through the concentrated efforts of the Office of Human Relations in conjunction with various departments. Minority Fellowship awards have been given to four minorities: 2 - Education; 1 - Sociology; 1 - Policy Science.

There is no specific retention program designed especially for Blacks; however, there has been considerable effort put into minority student concerns. The Counseling Center offers a number of programs directed at minority students which include: consultation with upper division black students in the "Learning Together" peer help program; development of a Minority Student Forum which had as its purpose the generation of information on the problems and needs of UMBC's minority students; establishment of the Minority Student Development Committee in the Counseling Center as a standing committee to develop programs and make recommendations for the Center's services; and the installation of a minority section in the Center's Career Library with special emphasis on minority students in non-traditional work roles. Also the Counseling Center has conducted workshops during Freshmen Orientation on minority student life at UMBC. There are some other programs such as visitations to predominantly black high schools, and serving as liaison with the Office of Minority Recruitment both at UMBC and UMAB.

The Learning Resource Program continues to serve as a viable entity in the area of minority student retention. Through its four components, LRP has assisted greatly in reducing the attrition due to scholarship.

As of Fall 1976, the retention rates for Blacks and non-minority students are as follows:

Minorities

Good academic standing	53.9%
Honors	3%
Probation	30.8%
Dismissed	6.8%
Withdrawn	2%
Warning letter	3.4%

Non-Minorities

Good academic standing	68.8%
Honors	13.5%
Probation	10.7%
Dismissed	1.7%
Withdrawn	2.2%
Warning letters	3%

Financial Aid

The analysis of five (5) major financial aid programs, (NDSL, SEOG [initial, renewal] CWS, BEOG) in which 2506 units of financial aid were awarded to students with a defined need, indicates, that; (a) minority awards constituted approximately 58.9% of the total units awarded; (b) minorities received an estimated 61.1% of funds awarded; and (c) theoretically, the average minority award was $747.

The Office of Minority Recruitment offers a Scholastic Achievement Award. This award is granted to ninety-six (96) minority students on an annual basis. The funds are provided by the UMBC Student Scholarship Program and administered by the Office of Minority Recruitment. In addition, the Graduate School offers Graduate Fellowships for Minority Students in various fields. The choice of fellowship winners is based mainly on academic qualifications, although financial need may be the basis for deciding between otherwise equally qualified applicants.

At the present, the funds administered through the Financial Aid office are reasonably sufficient to meet the needs of those students who apply. All admitted/enrolled students who qualify for financial aid at UMBC receive some form of funding. No student was denied for lack of funds, though some students receiving aid very late in the year received loan (NDSL) and/or college work-study only after scholarship/grant funds were exhausted.

Employment Composition

According to the HEGIS data, there are 370 occupied faculty positions (including teaching and research assistants) assigned to UMBC. Of this total, 29 positions are occupied by minorities representing 8%.

Although steps have been taken to insure that faculty searches are being conducted to produce qualified and/or qualifiable minority applicants, some departments still lack minority representation. Approximately 50% of the black faculty are concentrated in the African-American Studies Department. The lines of black faculty, by rank, are distributed as follows:

Full Professors	1
Associate Professors	3
Assistant Professors	4
Instructors	9
Lecturer	2

The above includes full-time and part-time faculty assignments.

The Associate Staff is comprised of 75 personnel. Full-time minorities represent 25.3% of the total Associate Staff assigned. The Associate Staff is broken down into levels, according to type and level of responsibility. Records from the Personnel Department indicate the following:

RANK	TOTAL	MINORITY	PERCENT
I	22	4	18%
II	31	10	32%
III	16	4	25%
IV	6	1	17%
	75	19	

There are ~~304~~ 280 classified employees assigned to UMBC and ~~17%~~ 16% are minority. A further breakdown of all non-faculty positions follows:

Occupational Category	Percent Minority
Executive/Administrative Managerial	~~15.4~~ 0%
Professional	~~15.2~~ 4.5%
Secretarial/Clerical	~~15.2~~ 17.0%
Technical/Paraprofessional	17.2 %
Skilled Crafts	4.2 %
Service/Maintenance	29.6 %
Overall Minority representation in full-time non-faculty positions	~~16.8~~ 16.1%

The largest percentage of minorities still remains in the lower salary range.

A policy of advertising and searching for minority applicants in the Faculty ranks as well as Associate and Classified Staff has been instituted in an effort to increase minority representation at UMBC. This procedure consists of a requisition which requires documented proof of the efforts expended by the search committees to produce candidates in accordance with affirmative action guidelines. If neither a minority nor a female is under consideration for the position, the Office of Human Relations may ask that the search be expanded to produce such a candidate. Furthermore, the final selection must be justified in writing if the candidate is neither a minority group member nor a female. This policy has been implemented to insure minority consideration for positions. Every job opening at UMBC at the level of Associate Staff or Faculty is forwarded to the Maryland Association of Affirmative Action Officers' Talent Bank for recommendations for minority candidates.

The Office of Human Relations co-sponsored a workshop "Affirmative Action '77 Planning for Progress" with the Maryland Association of Affirmative Action Officers. Also, the Office of Human Relations held a workshop for the Affirmative Action Planning Committee, which was conducted by a representative from the National Education Association, "Teacher's Rights". A Title IX briefing was conducted for administration and all departments concerned with Title IX implementation. Pursuant to the development of the Affirmative Action Plan, the Office of Human Relations in conjunction with UMCP, conducted workshops on the development of a Human Relations Code, and on the impact of Workforce Utilization Analysis.

Due to the non-existence of funds, in-service training programs for classified employees have not yet been conducted. It is hoped that the necessary funds will be in the budget for FY 78.

Administrative Coordination

The Chancellor's Commission on Minority Student Education submitted its comprehensive report to the Chancellor in September of 1975. The report contained the results of sub-committee studies on designated areas and institutions within UMBC and made recommendations for each area studied. At the Commission's request it met with the Chancellor and Vice Chancellor in July of 1976, where the report was praised and the Commission was told that it had been made required reading for all Deans. A subsequent report on the 1976 Minority Student Orientation, initiated and executed largely by Commission members, was issued on September 8, 1976 by the Commission's subcommittee on Minority Student Orientation and constitutes an addendum to the original report.

The following statements are, in effect, a consensus of the Commission and its interactions with the administration per its recommendations. During the changeover in administrations, the Commission continued to meet and a steering committee was appointed which met on a weekly basis during 1976. At its request, a meeting was held with the Interim Chancellor in December 1976, where the Commission submitted (1) its concern about the administration's apparent lack of responsiveness to its findings and recommendations, and (2) those issues which the Commission had singled out as being of immediate concern. These were and continue to be: (a) concentrated study of minorities' relative progress and success in the large introductory classes; (b) institution of minority freshman orientation programs modelled on the July 1976 prototype; (c) addressing the Commission's recommendations for freshman advising; (d) examination of additional resources for recruitment of minority faculty, undergraduate, and graduate students; (e) study of LRC's load and growth as related to funding and staffing.

Subsequent to the meeting with the Chancellor and in response to his suggestions for coordinating the Commission's activities with other campus bodies working on some of the problems outlined above, he was requested in writing to inform the Commission of the constituencies of these groups. His help was solicited in establishing contact with them and to coordinate activities.

The Commission has been given little visibility on the campus or in the community. The findings and recommendations of its reports have had insufficient impact. The most important recommendation therefore is that the administration utilize the Chancellor's Commission on Minority Student Education as the chief advisory body to any group working on any aspect of minority concerns at UMBC, and that it avail itself to the fullest degree of the work already completed by the Commission and the experience the Commission has gained in the course of its studies.

The Chancellor has also commissioned an Affirmative Action Planning Committee whose purpose is to examine the utilization of minorities and females at UMBC and if underutilization exists, to intensify efforts to correct the inequities. This committee is presently drafting an update to the existing affirmative action plan to insure the establishment of effective and specific objectives and procedures for equalizing opportunities in each employment unit; to eliminate and/or correct any inequity which perpetuates or results from discrimination toward minority groups and women; and to intensify recruitment and consideration of minority group members and women to insure that candidates and employees with appropriate qualifications, potential and responsibilities are afforded equal opportunity for selection, training and promotion and will be compensated without disadvantage due to race or sex.

The University Senate has a Committee on Equal Rights and Opportunity and one of its major thrusts is to ensure that minority and female representation exists on all university-wide standing committees. On the administrative level, minority representation is included on the following committees: Affirmative Action Planning Committee; Chancellor's Commission on Minority Student Education; and the Chancellor's Commission on Faculty Student Advisement.

Program Cooperation

The Cooperative Educational Exchange Program at UMBC has as its primary purpose the encouragement of eligible students attending a public four-year institution in the Greater Baltimore Area to pursue courses for credit at no additional expense, at any other public four-year institution located in near proximity. It is hoped that students participating in this project will be able to enrich their collegiate experience and expand their intellectual curiosity by spending a portion of their time in colleges or universities at other than their home institution. The participating institutions include Bowie State College, Coppin State College, Morgan State University, Towson State University, UMAB, and UMBC. Only full-time undergraduate day students who are in good academic standing are eligible to participate in the project.

COLLEGE PARK CAMPUS

THIRD MIDYEAR DESEGREGATION STATUS REPORT

Introduction

The College Park Campus of the University of Maryland is the largest and most comprehensive Campus of the system. In a large number of academic and professional fields, the College Park Campus offers programs of study ranging from the introductory college level through advanced undergraduate to graduate and post-doctoral study. The objective of the Campus is to offer the widest range of opportunity for all members of its community to develop their human potential to the fullest.

More than 36,000 students and 7,000 faculty and staff members are affiliated with academic divisions and/or administrative departments on the College Park Campus. The five academic divisions include: Agricultural and Life Sciences, Arts and Humanities, Behavioral and Social Sciences, Human and Community Resources, and Mathematical and Physical Sciences and Engineering. The Chancellor heads the academic and the administrative structure of the campus as the chief executive officer. He is aided by Provosts in each division, and Vice Chancellors with responsibilities in academic affairs, student affairs, and administrative affairs.

Within the overall policy and policy guidelines established by the Board of Regents for the University of Maryland (and described in the "Maryland Plan for Completing the Desegregation of Public Postsecondary Institutions"), the College Park Campus implements its own program of equal education and employment opportunity. The aim of the Campus for several years has been to meet and where possible to exceed desegregation program goals as set forth in the Desegregation Plan.

In order to monitor our progress with respect to our desegregation goals, the Campus has established an extensive affirmative action/desegregation structure which is consonant with the basic administrative structure of the campus. Overall responsibility for implementing campus programs of equal education and employment opportunity rests with the Chancellor, while Vice Chancellors and Provosts are responsible for equity affairs in their respective units. Each of these units has an equity officer who works with the Provost or Vice Chancellor in the implementation and monitoring of equal opportunity and desegregation programs. In addition each academic department and school or college has a designated EEO officer. The Director of the Office of Human Relations Programs, who reports directly to the Chancellor, provides horizontal coordination and monitoring of these programs.

Of special note during the past year in our efforts to progress toward our stated goals have been:

-- The promulgation of the Human Relations Code in October, 1976. The Code was established to prohibit discrimination on the basis of race, color, creed, sex, marital status, personal appearance, age, national origin, or political affiliation. In addition, the Code established mediation and grievance procedures for use by any member of the Campus community in the event of alleged prohibited discrimination.

-- A Chancellor's Statement on Desegregation distributed to Provosts, Vice Chancellors, equity officers and others, reiterated the Campus commitment to desegregation and affirmative action and outlined responsibilities and guidelines for student-related programs, for faculty recruitment and selection, and for monitoring activities. Search and recruitment materials were distributed to Campus units by the Office of Human Relations Programs.

-- The development of a unified compliance monitoring program, an Equity Data Bank, for the desegregation program, for Title IX, and for other protected groups. A series of workshops and training sessions was conducted by the Director of the Office of Human Relations Programs for all equity staff members.

-- The preparation by each academic division and administrative unit, of comprehensive desegregation status reports. These reports were reviewed and summarized by the Office of Human Relations Programs in a comprehensive report which will be discussed at Campus briefing sessions during the coming months.

Student Composition

The total headcount enrollment on the College Park Campus for the fall semester 1976 was 36,761, of whom 29,112 were undergraduates and 7,649 were graduate students.

The undergraduate enrollment goal included in the Campus Desegregation Plan (February 1974) is to have a minority undergraduate enrollment in any given year that at least equals, and preferably exceeds, minority enrollment in the entering freshman class in the preceding two or three years. When compared to the entering freshman class of fall 1974, the fall 1976 undergraduate enrollment for each minority group at least equals the 1974 figures and is generally higher than the stated goal.

The goal for freshman enrollment set in the 1974 Desegregation Plan was to equal or exceed the percentage of minorities among the graduating high school college preparatory class in the State during the previous year. Data on college preparatory class status for graduates is unavailable. However, a comparison according to race and ethnic status of first time entering freshmen for fall 1975 and fall 1976 shows that the number of entering Asian and Black students has increased while that of Hispanic and Indians has decreased.

The student retention goal expressed in the 1974 College Park Campus Desegregation Plan is to retain black and other minority students at the same rate as white students are retained. The College Park Campus is progressing toward but has not yet achieved this goal. Retention has been and continues to be a major focus of concern on the Campus. The Office of Minority Student Education has held workshops in each of the academic divisions on this subject and a large number of suggestions for programs and activities to improve our retention rates have been generated. Advising and tutorial activities within the academic divisions have been increased, partly in response to this problem.

The goal for minority graduate student enrollment in the 1974 UMCP Desegregation Plan is a proportion which at least equals the previous year proportion of minority baccalaureate degree recipients in the U. S. and which increasingly approaches the proportion of such recipients in Maryland. Current undergraduate recipients data are unavailable. The latest year for which information on degree recipients in the U. S. is available is 1974.[1] Additionally, data that are available are not usable for measuring our goal achievement at UMCP because national data include foreign students within their respective racial groups while UMCP data (as required by the U. S. DHEW) do not. While the number of black graduate student enrollments increased between 1975 and 1976, there was relatively little change or slight decrease in other categories.

Financial Aid

The financial aid picture for black and other minority students as compared to white students on the College Park Campus continues to be positive. Black students during 1976 received a high percentage of Basic Educational Opportunity grants and Supplementary Educational Opportunity grants.

Employment Composition

Current UMCP employees total 7,037 with 4,689 employed on a full-time basis. The general goal stated in the 1974 College Park Desegregation Plan for minority representation among all faculty was 4%. The Campus has surpassed this goal achieving a minority representation among all faculty of more than 6%. As stated in the Plan, the general goal for non-tenured faculty was to approximate the proportion of minority students in the nation's graduate schools in the previous two to three years. Non-tenured faculty representation compares well with estimates of the U. S. graduate school population.

The Campus Desegregation Plan goal for academic administrators is a minority representation that is equal to the minority representation within the national pool of Ph.D. holders of the previous five years. Data concerning the racial composition of the pool of living Ph.D. holders in the U. S. for a given period are not yet available. However, the current Campus percentage of black and minority group persons categorized as executive administrative or managerial as compared to white employees equals 7%.

The 1974 Desegregation Plan sets a goal for the utilization rate of minorities among classified and associate staff to equal the representation of minorities in the Baltimore/Washington recruiting area within four years. During 1976, the Campus raised the overall percentage of black and other minority group members in

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1. Conversation between the Director, Human Relations Programs Office, and Irene L. Gomberg, Senior Research Analyst, Higher Education Panel, American Council on Education, February 10, 1977.

this workforce although the size of the total workforce decreased at College Park.

Administrative Coordination

As described in the Introduction, the emphasis in desegregation program administration this year has been on the establishment of a viable and effective administrative structure to initiate and monitor desegregation programs operating within the framework of regular campus support and evaluation processes. An equity structure has been established at the major unit level. Equity officers assist operating units to set affirmative action goals and prepare affirmative action compliance programs. They assist in the resolution of grievances as mandated by the Human Relations Code, have responsibility for the development of programs responsive to the specific equity needs and the unique characteristics of their units, and monitor and report to the Chancellor via the Office of Human Relations Programs on all matters relating to affirmative action and desegregation.

As a part of efforts to place minority oriented programs in line to benefit from the normal flow of fiscal and administrative support and from regular program evaluation processes, the Intensive Educational Development Program and the Upward Bound Program were transferred from the Office of Minority Student Education to the Division of Human and Community Resources. The Equal Opportunity Recruitment Program was also transferred from the Office of Minority Student Education to the Office of Admissions and Registration.

During this year, monitoring efforts for affirmative action in areas pertaining to desegregation, Title IX, veterans, and the handicapped have been coordinated and a unified reporting system initiated to facilitate the retrieval of information pertaining to these areas of compliance, by category. Information analyses detailing specific officers responsible for affirmative action/desegregation have been completed and distributed to Campus administrators and briefings to discuss these analyses have been conducted by the Office of Human Relations Programs. Ready access to numerical data through the Equity Data Bank now facilitates the monitoring process in which equity officers participate.

Program Cooperation

The College Park Campus participates in the Central Placement Service for faculty and administrative staff sponsored by the Maryland State Board for Higher Education. The Campus also forwards its job vacancy announcements to the clearinghouse operated by the Maryland Association of Affirmative Action Officers.

College Park participates in the faculty and administrator exchange program, and in the graduate student internship program, both of which are sponsored by the State Board for Higher Education.

The many cooperative programs between the College Park Campus of the University of Maryland and other segments of postsecondary education in the State which have been begun in the last several years continued during the past year, such as the concurrent registration program between campuses of the University of Maryland and the Maryland State Colleges and the many articulation programs with Maryland community colleges. New admissions programs allow outstanding high school seniors (minimum 3.0 average) to concurrently enroll on the College Park Campus for two courses, and allow seniors within 4 semester courses of high school graduation to obtain early admission and be awarded their high school diplomas after successful completion of their freshman year at the University.

Third Midyear Desegregation Status Report

University of Maryland-Eastern Shore

April, 1977

Provide a brief description of UMES, including educational mission and factors which make it unique from other public institutions in the State.

Student Composition

Provide a narrative profile of the student body, including racial composition of students who entered UMES for the first time last fall.

Discuss other race recruitment efforts and efforts designed to increase community participation in campus activities.

Discuss retention programs, including efforts to improve the quality of campus life for other race students and academic study skills programs. Provide any data available on retention rates of minority and non-minority students.

Financial Aid

Discuss financial aids available for students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

Discuss recruitment efforts for other race faculty and administrative staff as outlined in the desegregation plan.

Discuss the status of in-service training programs for classified employees.

Administrative Coordination

Discuss efforts to ensure minority representation on policy making committees.

Program Cooperation

Discuss cooperative program efforts with other institutions, with particular attention to objectives in the desegregation plan.

THIRD MID-YEAR DESEGREGATION STATUS REPORT
UNIVERSITY OF MARYLAND, EASTERN SHORE

April, 1977

The University of Maryland, Eastern Shore is a coeducational public institution. Its mission is to provide educational opportunities which are varied in nature, excellent in quality, and designed for the fulfillment of the needs of society in general and the Eastern Shore in particular. To this end, UMES is heavily involved in research and public service as well as teaching. One of two land-grant institutions in Maryland, it currently offers the BA and BS degrees in a variety of liberal and professional disciplines. It also serves as a cooperative extension station with a full range of research and outreach activities.

UMES possesses a number of characteristics which render it unique: 1) it is one of two land-grant institutions in the state and the only one on the Eastern Shore, a region where agriculture remains a major industry; 2) it embraces a student-centered philosophy, committed to working with students with untapped potential, and through extensive academic support and auxiliary programs, helping them to realize their goals; 3) it is located in a county where the unemployment rate is among the highest in the state, thus giving added responsibility and opportunity for UMES to serve its surrounding community.

STUDENT COMPOSITION

In Fall, 1976 the headcount enrollment at UMES was 1,020[1] of which 759 were full-time and 251[1] part-time. The geographic distribution was as follows: 67% Maryland residents, 27% Out-of-State residents, and 6% foreign residents. An all out effort is being made to increase the percentage of Maryland students to pre-1974 levels. Between Fall, 1971 and Fall, 1974 the percentage of Out-of-State students grew sharply, from 19% to 36%; The overall enrollment grew commensurably. Reversal of the trend is being done slowly and deliberately, but has not been without temporary, detrimental effects; Enrollment has dropped slightly. However, the desired and favorable trend with regard to Maryland enrollees is continuing--in Spring, 1977 the in-state enrollment grew to 69% of the total student body.

The racial/ethnic distribution of the student body in Fall, 1976 was as follows: 75.6% Black, 17.7% White, 5.6% Foreign, .6% Hispanic, and .5% Asian. The racial/ethnic distribution of new students to UMES in Fall, 1976 was as follows: 78.3% Black, 19% White, 2.3% Foreign and .4% Hispanic. New students to UMES in Spring, 1977 had the following racial/ethnic distribution: 62% Black, 33% White, 4% Foreign, and 1% American Indian. Other race recruitment efforts are consistent with those outlined in the Desegregation Plan. Thus far, UMES has been represented at 112 high schools, 17 community colleges, and 6 major college fairs throughout Maryland, Delaware, Virginia Eastern Shore and the District of Columbia. Recruitment efforts have emphasized the desire to increase other race enrollment. Further, high schools throughout the lower shore were provided ten full tuition scholarships for other race students. The recruitment staff itself is interracial consisting of 3 counselors (2 Black, 1 White) representing UMES in recruitment efforts. This team was supplemented by an interracial group of faculty and staff who assisted in recruitment and who were aware of efforts to increase other race enrollment.

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[1] Includes 24 SSC students and 2 special students not included in the HEGIS report.

To compliment the activities of the recruitment office, a number of other offices sponsored activities which offered UMES exposure to and involvement with the public. The UMES Human Relations Committee organized activities for the campus and community ranging from social events such as picnics and dinners to cultural events such as art shows and live entertainment. The Cooperative Education and Career Planning and Placement Offices sponsored a Career Opportunity Day to which high school students and counselors were invited. The Office of Graduate and Continuing Education organized two workshops of special concern to educators, particularly high school guidance counselors. One of the programs, "Counselor Education Workshop", attracted 44 guidance counselors from throughout the Eastern Shore. The Chancellor's Advisory Committee, made up of community leaders, has met throughout the year and has offered recommendations on how to deal with issues of mutual concern.

Attrition statistics show that 228 degree-seeking students who were enrolled in the Spring Semester, 1976 did not return in the Fall Semester, 1976. The ethnic/racial distribution of the 228 was as follows: 75% Black, 18% White, 6% Foreign, .4% American Indian and .4% Hispanic. Between Fall, 1976 and Spring, 1977 109 degree-seeking students did not return of whom 68% were Black, 24% were White and 8% were Foreign. The racial/ethnic distributions of non-returning students are not significantly different from the distribution of all degree-seeking students.

The offering of special programs to retain students is basic to the philosophy of UMES. Special programs include the Center for Basic and Communicative Skills, student counseling and cultural/educational events such as those sponsored by the Visiting Scholars Program, the Music Department, and the English Department's Artists Series. All students are encouraged to take part in these programs and services which are available to everyone and have universal appeal.

FINANCIAL AID

Financial Aid funds are administered by the UMES Office of Financial Aid. Approximately 80% of the student body received some sort of financial aid for the Fall, 1976 Semester. Financial Aid Programs include BEOG, SEOG, Other-Race Grants, War Orphan Grants, State Student Incentive Grants, Federally Insured Loans, State Insured Loans, General State Scholarships, House of Delegate/Senetorial Scholarships, AFROTC Scholarships, College Work/Study, Workship, Vocational Rehabilitation Scholarships, J.T. Williams Student Loan, Home Economics/Agriculture Awards, A.N. Wallace Scholarship, Sara & Rose Walt Scholarship. Desegregation funds are available to students based upon needs. The availability of these funds has been instrumental in attracting other race students, thus aiding desegregation efforts. More financial aid is needed to meet the needs of the students UMES is attempting to serve. The increase in tuition and lodging for the 1977-78 year will increase the already severe financial strains in providing financial aid to UMES students.

EMPLOYMENT COMPOSITION

UMES continues to be successful in recruiting and retaining a racially representative staff in all areas of employment by maintaining a strict policy of equal employment opportunity without regard to race, age, sex, creed, national origin, or political affiliation. In Fall, 1976 the Executive/Administrative/Managerial staff had the following racial/ethnic breakdown: 70% Black and 30% White. The Faculty had the following racial/ethnic distribution: 51.8% Black, 42.9% White, 1.8% Asian, 3.6% Foreign. The Professional Staff had the following racial/ethnic distribution: 56.7% Black, 33.3% White, 6.7% Asian, and 3.3% Foreign. The Clerical, Technical, Crafts and Service Staffs had the following racial/ethnic distribution: 71% Black, 28% White, and 1% Foreign. In all areas of employment UMES maintains a racially representative staff and is pleased with its progress toward desegregation. The institution is clearly on course in working toward the long-term projections listed in the 1974 Desegregation Plan.

Several in-service training programs for classified personnel have been organized. Maintenance employees may take advantage of the Physical Plant Apprentice Program, a five-year program (currently funded by UMES) designed to train and certify maintenance staff in areas such as plumbing, electrical work and carpentry. The Police Department In-Service Training Program provides UMES security officers with law enforcement training in areas such as drug education and self defense. The clerical staff may attend special workshops, such as those offered by UMUC or private firms. In-service training programs are also available to library personnel.

ADMINISTRATIVE COORDINATION

The Administrative Council (formerly Executive Cabinet) and the UMES Senate are responsible for coordinating and monitoring all activities related to desegregation. However, the Human Relations Officer is responsible for the day-to-day general supervision of desegregation activities. The Administrative Council (15 members--9 Black and 6 White) is made up of the following officers: Chancellor; Vice Chancellors for Academic and Administrative Affairs; Directors of Development, Institutional Research, Research and Grants, Admissions, Physical Plant, Library Services, University Relations; Assistant Vice Chancellors for Academic Affairs and Graduate and Continuing Education; Executive Assistant to the Chancellor; Human Relations Officer; and president of the UMES Senate. The UMES Senate is made up of representatives from all areas of the university community--students, faculty, administrators, professional and classified employees.

PROGRAM COOPERATION

Expanded program cooperation between UMES and SSC and UMES and other campuses in the University of Maryland will continue to be emphasized in accordance with the Desegregation Plan. UMES considers greater cooperation with SSC of vital importance not only to purposes of desegregation but for achieving better economics and improving the quality of higher education offered in the region. The nucleus of interinstitutional cooperation now exists. The first semester 24 SSC students took courses at UMES and 48 UMES students took courses at SSC. The second semester the numbers were 19 and 51 respectively. However, effective inter-institutional cooperation does not happen without the good faith of all parties involved and an effective coordinating body. UMES looks forward to the master plan being developed by the Maryland State Board for Higher Education. UMES hopes that the newly formed MSBHE will accept the ideal opportunity and challenge of creating an integrated, quality, efficient higher education system on the Eastern Shore while preserving institutional identities. These objectives need not be viewed as mutually exclusive.

THIRD MID-YEAR DESEGREGATION
STATUS REPORT
UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
1976 - 1977

Description

University of Maryland University College (UMUC) is the adult/continuing education campus of the University of Maryland system offering a full range of credit and non-credit programs throughout the State and at locations around the world. UMUC seeks to offer educational opportunities to all adults in the State who cannot or who choose not to attend classes on a full-time basis.

UMUC is unique from the other four campuses of the University system in that (1) it receives no direct State support, (2) it recognizes that the needs and objectives of the adult student differ from those of the younger full-time student and has designed flexible educational opportunities and support services consonant with those differences, and (3) it is frequently called upon to meet the needs of groups as well as of individual students.

Student Composition

Opening fall enrollments in the Statewide credit program numbered 12,123; of this number 53.6% were males and 46.4% were females. UMUC students range in age from 17 to 70 with a median age of 26. (The median age is essentially the same for males and females; with females being slightly younger.) Racial and ethnic data collected by the Fall Student Census indicates that 15.95% of those students responding are categorized as minorities. Offering programs at several locations throughout the State, UMUC draws students from all counties, from Baltimore City, and from nearby states; however, the majority of its students reside in Montgomery and Prince Georges counties.

Of students applying for admission for Fall 1976, 34.2% had a minimum of a baccalaureate degree, 48.2% were undergraduate college transfers and 17.7% had never attended college. These data reflect previous studies which indicate that many UMUC students are seeking to acquire specific job-related skills rather than an additional college degree. For this reason their college attendance is sporadic and analysis of retention data is difficult at best.

UMUC continues to be most effective in recruiting other-race students in programs sponsored by government agencies and other employers. Programs such as those at the U.S. Department of Agriculture and the Social Security Administration exemplify these efforts. In both of these programs the majority of the participants are other-race students. In addition UMUC seeks to recruit other-race students through liaison activities with high schools, civic groups, community colleges, and businesses.

Through a variety of flexible programs, policies and support services UMUC seeks to meet the needs of all working adult students. These options and policies are designed to enable the student to integrate his or her professional and educational goals and activities. Career Development and Decision Making (a credit course), Career Planning for Women (non-credit), and academic review courses are available. UMUC students are also encouraged to avail themselves of the reading and study skills clinics offered in cooperation with the College Park campus.

Financial Aid

Financial aid programs available to all UMUC students include Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, College Work Study, National Direct Student Loans and Guaranteed Student Loans, and the Maryland State Scholarship Program. Data for the previous year indicate 34.8% of financial aid recipients were other-race students.

Employment Composition

UMUC faculty are drawn from three sources: full-time annually contracted faculty (who constitute only about 5% of instructional staff), faculty employed by another campus of the University of Maryland system who are employed by UMUC on an overload basis, and non-university personnel who teach on a course contract basis. Of annually contracted full-time faculty 7.4% were minority and 26% were female. Data on part-time faculty indicate 4.6% were minority group members and 19.5% were female.

Of eighty-eight administrative/professional staff 9.1 ~~10.2~~% were black and 25.0 ~~22.6~~% were female. Analysis of data regarding classified staff indicates 15.9% were other-race and ~~70.5~~% 72.7 were female.

APPENDICES

LIST OF APPENDICES

A. Other Race Grant Program Survey Questionnaire

B. Other Race Grant Program Criteria/Guidelines

C. Minority/Other Race Internships Program Selection Committee Report

D. State Board for Higher Education *Record* - October and November 1976

E. Summary of Interns' Final Reports

F. Central Placement Bureau Application

G. Faculty and Administrator Exchange Program Administrative Details

H. Faculty/Administrator Exchange Program - Reports of Participants

I.-1 Trends in Racial Composition of Full-Time Undergraduates 1970, 1972, 1974, 1976 and Projected 1980 Ranges

I.-2 Trends in Racial Composition of Full-Time Graduate and First Professional Students 1970, 1974, 1976 and Projected 1980 Ranges

J. Title IX Summary Report

K. State Board for Higher Education Affirmative Action Plan

L. Assessment of Submitted Desegregation Impact Statements for Proposed New Academic Programs

M. Brief Summary of Factors in the Analysis of Proposed Academic Programs

MORGAN STATE UNIVERSITY

THIRD MIDYEAR DESEGREGATION STATUS REPORT

DESCRIPTION OF THE UNIVERSITY

ITS MISSION AND UNIQUE CHARACTERISTICS

A school with a particularly rich history of education black Americans of Maryland, Morgan has come through three major eras on its way to becoming the University it is today.

The first era (1867-1890) found the college in its embryonic stage as the Centenary Biblical Institute; its second era (1890-1938) brought a change in name when an endowment by Dr. Lyttleton F. Morgan, a former Chairman of the Board of Trustees, enabled the school to offer courses on the collegiate level. As a result, the name of the institution was changed to Morgan College. The third era (1939-June 30, 1975) was initiated by an act of the Maryland General Assembly creating Morgan, the state college, in November, 1939.

The fourth and perhaps most significant era to date is just beginning. In April, 1975, the Maryland General Assembly created Morgan State University when it voted to give the college university status, effective July 1, 1975. Governor Marvin Mandel signed the bill granting university status on May 15, 1975. The legislative action enables the new University to once again come under the purview of a board of trustees which serves and governs only Morgan.

It has been one hundred-eight years since the founding of the college which was to become Morgan College in 1890, Morgan State College in 1939 and Morgan State University in 1975. The unfolding years have provided a vivid study in contrast which shows that since 1867, Morgan State University has grown from:

...a small and humble private institution established by the Methodist church to a significant and exciting public institution supported by the State of Maryland.

...an institution devoted primarily to the education of Negroes to a University which serves an extensive clientele without regard to race.

...an institution with a handful of students and two part-time faculty members to one which has over 5,800 students and a full-time faculty of 295, of whom 40 per cent hold doctoral degrees.

...an institution designed primarily for the education of ministers to one offering undergraduate work in 19 departments , 3 professional schools and 45 areas of study, graduate work in several departments and dedicated to providing instruction in the liberal arts and sciences.

...a single classroom to a beautiful campus of 130 acres and 35 buildings valued at more than 46 million dollars in 1976.

...an institution with an annual operating budget of practically nothing to $17,714,760.00 .

...an institution with little impact on the community to one which has an international reputation as an outstanding institution of higher education and whose almost 13,000 graduates are playing significant roles in the activities of our state and our nation.

Morgan seeks to serve the State of Maryland as a medium size, urban oriented predominantly Black interracial university dedicated to teaching, research and community service at the highest levels of excellence. The University seeks not only to disseminate knowledge but to create knowledge and to apply the knowledge to the solution of specific problems of the society.

NARRATIVE PROFILE OF STUDENT BODY

FRESHMEN

Based on race data collected on the student population Fall, 1976, the freshmen consisted of 2,726 students. Females comprised 57% (1548) and males 43% (1178) of this group. Ninety-three (93) percent (2562) were Black, 2.2% (60) were White and the remaining 0.30% (7) were American Indian, 0.36% (8) were Asian, 0.11% (3) Hispanic, and 4.0% (86) were Other/ Unknown.

Table 1

Changes in Freshmen profile between 1976 and 1977

	1976		1977	
Race	No.	Percent	No.	Percent
Black	1194	97	2562	93
Indian	3	1.5	7	0.30
Asian	1		8	0.36
White	19	1.5	60	2.2
Hispanic	2		3	0.11
Other/Unknown	12		86	4.01
Totals	1231	100.00	2726	100.00

The percent of non-Black students which was 3% in 1975 increased to 6% in 1976 representing over 200% increase.

UNDERGRADUATE

The statistical information on the undergraduate student body is based on data compiled on 86% of the total student body in Fall, 1976. Of the 4,600 respondents, 92% (4613) were Black, 3% (150) were White, 0.54% (27) were American Indian and the remaining 0.36% were Asian (18), Hispanic 0.14% (7) and Other/Unknown 4.12% (207).

Females comprised 55.3% of the total population, with males at 44.7%. There were slightly more Black females (2632) than Black males (1981) but White females (22) and White males (22) were equally represented.

GRADUATE

The Fall, 1976 graduate population at Morgan consisted of 713 students. Of the total, Black students represented 64.23% (458), White students 32.68% (233) and Foreign students 3.1% (22). Of the Black students 50% were males and 50% were females. Males constituted 70% (162) and females 30% (71) of the White student population, 95.5% (21) of the Foreign students were males and 4.5% (1) were females.

OTHER RACE RECRUITMENT

The Office of Admissions and Recruitment continues to be the primary office with responsibility for recruiting other-race students to Morgan. In addition to the approaches traditionally used by Morgan to recruit students of other races, an emphasis in mass communications have been added. The mass media has been extensively used in recruitment of other races.

Admissions counselors continue to visit the high schools in Maryland. The information booth still provides the best general access to all students and allows for greater dissemination of materials and information. The use of other-race staff and students has increased both in the high school visits and campus activities. Among the campus activities planned by the Admission Office were an Open House, a Chemistry Department Program, a Comprehensive Science Department Program with Baltimore City Schools, a Choir Concert and On Campus Tours with various centers and high schools of Baltimore City.

Brochures developed especially for other-race students have been in use for recruitment purposes. They have been widely disseminated to individuals (students, counselors, teachers) who have inquired either generally or specifically about non-Black students at Morgan.

The Morgan State University Choir also participated in the production of the Voyage of Edgar Allen Poe which drew critical acclaim in the media in the Greater Baltimore area and a favorable image of Morgan to students of other races.

The response of faculty and staff for assistance in recruiting has been gratifying. A number of faculty members and administrators are visiting schools as well as hosting groups on campus for departmental activities. Many of these include other race faculty and staff.

RETENTION PROGRAMS

Many mechanics have been used to retain students at Morgan State. Some of these mechanisms are listed below:

1. Emphasis on testing and placement of incoming freshmen at appropriate levels in reading, writing and mathematics using the concept of Differential Placement.
2. Counseling and the Freshmen Orientation Class.
3. The "A", "B", "C", "U" Grading System for freshmen.
4. Students on probation pursuing a reduced academic load.
5. Placement by levels in English 101.
6. Review of grades by the Academic Review Committee.
7. Research on retention: GED and Provisional Students.

The Clinical Instruction Program provides for Differential Placement in the basic skill courses, i.e., students who perform below standards will be assigned remedial instruction and restricted in the maximum number of hours they can take for credit. In many instances this is combined with special tutoring arrangements in various academic areas.

The Division of Institutional Research in the Office of the Vice President for Planning and Operations Analysis continuously engaged in the study of retention rates of minority and non-minority students and identifying causes of attrition.

Introductory orientation periods for new freshmen at Morgan consist of a minimum three-day program for groups of 200-250, when students are tested and given differential placing by the Director of the Lower Division. The Counseling Center is responsible for:

1. Counselors interpreting profiles in individual conferences with students;
2. Peer Counselors who live with and assist students during this period;
3. Overall coordination of the orientation period.

The Counseling Center also coordinates a one-day Parent Conference to acquaint parents of freshmen with the University —its mission, resources, personnel, expectations of students and physical facilities.

The Freshmen Orientation class mentioned above is taught by Counselors and meets twice each week, yielding one credit hour. The subject matter of this course is the student, divided into four major units: Introduction to each other; Morgan and expectations and requirements of post-secondary education; Study Methods and Skills; Individual and Interpersonal Growth and Development and Career Planning.

NARRATIVE PROFILE OF FACULTY, ADMINISTRATIVE AND CLASSIFIED STAFF

FACULTY

The faculty of Morgan consists of 274 full-time persons. Eighty-seven (87) percent (239) are Black, 19.34% (53) are White, 2.56% (7) are Asian, and 0.73% are American Indian (2) or Other/Unknown (0). Sixty-five (65) percent (184) faculty members are males and 35% females. Of the Black faculty, 65% (137) are males and 35% (75) are females. Forty (40) percent (22) of the White faculty are females and 60% (33) are males. All of the Other/Unknown race category of faculty are males (11).

Table 2

Changes in Faculty profile between 1976 and 1977

	1976		1977	
Race	No.	Percent	No.	Percent
Black	212	75	229	77.63
Indian	1	1	2	0.68
Asian	4	1	10	3.72
White	55	19	53	17.97
Foreign	11	7	0	0.
Totals	283	100	295	100.00

EXECUTIVE/ADMINISTRATIVE

There are 31 persons in Executive/Administrative positions. Ninety percent (90%) ,(26) are Black and 8% (4) are White and 2% (1) Asian.

PROFESSIONAL

There is a total of 420

Race	No.	Percentage
Black	367	87.38
White	47	11.02
Indian	1	0.03
Asian	7	1.57
Totals	420	100.00

RECRUITMENT EFFORTS FOR OTHER-RACE FACULTY AND ADMINISTRATIVE STAFF

Search Committees for Departments have been instructed to include in their deliberations for new faculty and/or Department Chairpersons, considerations of persons of all races and both sexes, based on quality credentials as the first criterion. Nationwide search processes have been initiated to obtain the broadest spectrum of potential applicants. Our newly appointed affirmative action officer is actively involved in pursuing desegregation aspects of appointments. Applicants have been sought but it might be recognized that there are substantial reasons that may be a part of lack of success with recruitment.

IN-SERVICE TRAINING PROGRAMS FOR CLASSIFIED EMPLOYEES

At present there are no formal training programs for classified employees except on-going, on-the-job training during the probationary period. Plans are in the making for employees training in education, skills and attitudes.

STATUS AND ACTIVITIES OF THE MULTI-RACIAL COORDINATING COMMITTEE

During the academic year 1976-77, a high level task force - consisting of all vice presidents has studied the Federal laws and Executive Orders which apply to higher education institutions and has familiarized itself with the State Desegregation Plan and the various reports issued by the Maryland Council for Higher Education. The Committee has made recommendations to the President on matters concerning the effective implementation of the Desegregation and Affirmative Action plans.

COOPERATIVE PROGRAM EFFORTS WITH OTHER INSTITUTIONS

Cooperative program efforts have not grown to the extent anticipated when originally established. One reason for this may be the lack of subsidized transportation as originally intended. We have no significant data to report in this area.

FINANCIAL AID

SOURCES

Financial aid is available through a series of programs that include loans, grants, work scholarships and grants-in-aid. The source of funding is primarily at the Federal level, but is augmented by public monies from Maryland and other states, as well as institutional funds and those received through private sources.

ADEQUACY

Appropriations and levels of funding remain inadequate. FY '77, however, has indicated some improvement in our student aid posture as the impact of the Basic Grant Program is noted.

In terms of the adequacy of the Other-Race Grant Program through this year, we find that the funding level has remained inadequate. This number of students could have been increased with a larger level of funding. It is believed that the lifting of certain restrictive clauses in the Basic Grant Program will allow for a degree of augmentation to the Other-Race Grant as we enter the next academic year. It is believed that a far greater number of other-race students can be funded as we seek to combine the use of funds from these two sources.

APPENDIX A-1

State Board for Higher Education
93 Main Street Annapolis 21401
301 267 5961

OTHER RACE GRANTS PROGRAM FOR GRADUATE AND PROFESSIONAL SCHOOL STUDENTS

SURVEY QUESTIONNAIRE

1. Why did you select the institution which you are attending? (e.g., because of the program offerings; because of availability of Other Race Grants money; etc.)

2. Do you plan to re-apply for an Other Race Grant? _____Yes _____No
3. What is your Major? ______________________
4. What degree are you pursuing? ______________________
5. When do you plan to graduate? ______________________
6. Comments:

OTHER RACE GRANT PROGRAM
FOR
GRADUATE AND PROFESSIONAL SCHOOL STUDENTS

Criteria/Guidelines

Each institution should observe the criteria/guidelines which were developed by the institution or segment board at the request of the State Board for Higher Education for administration of the program. If not included in the institutional or segment criteria/guidelines, the following must be observed in order to meet commitments made by the Board to obtain funding for the program, and also for consistency in the awarding and administration of the grant funds.

A. Eligibility

1. Graduate or professional school students whose race is in the minority at a particular campus.
2. Students who are U.S. citizens and meet the institution's Maryland State residency requirements.
3. Students who are first-time enrollees at the institution and plan full-time studies as defined by the institution.
4. Students who meet institutional admissions and financial need requirements.
5. In the event there are no other race, first-time, full-time students, who are otherwise eligible to receive grants, that these grants be awarded to other race first-time, part-time students. No minimum credit hour requirement need be applied, since the grants are awarded on the basis of need. Awards to first-time, part-time students should be a last resort!
6. First-time, full-time may be defined to include students enrolling in the second (Spring) semester of the academic year who were new first-time graduate students beginning in the Fall semester, but who had not received an Other Race Grant. This means that an other race student who was a first-time enrollee in the Fall semester, but, for one reason or another did not receive an Other Race Grant for Fall, may receive such assistance for the Spring semester.

B. Amount of Awards per Student

1. These grants are not to be construed as fellowships and therefore should not exceed tuition, fees, or other direct educational costs to the student.

2. In the event institutions provide remission of tuition and fees from their own funds, the Other Race Grant may be used as the matching fund. Use of Other Race Grants as a matching fund should be the last resort!

C. Continuity

1. Unless otherwise stated in criteria/guidelines for your institution, the grant funds may be renewable upon reapplication by the student, and acceptance by the institution. However, this is contingent upon the Board's receiving funding for the program in academic year 1977.

2. In the event students receiving Other Race Grants during Fiscal Year 1977 do not continue their studies during Fiscal Year 1978, these funds should be reallocated to new first-time, full-time students. In the event students withdraw from an institution before the end of a semester, the institution should follow its payment schedule for reallocation of these funds to new first-time, full-time students.

D. Use of Other Race Grants

1. That Other Race Grants be used for direct educational costs. The definition "direct educational costs" as recommended by the College Scholastic Service of the College Entrance Examination Board, and generally used by higher education institutions, reflects the total cost of attending college and may include such items as:

Tuition - Fees
Room - Board
Books - Supplies
Transportation
Clothing, Laundry and Cleaning

NOTE: When a grant exceeds tuition and fees, the final invoice submitted to the State Board for Higher Education should be accompanied by a Financial needs analysis.

APPENDIX C-1

Maryland State Board for Higher Education
93 Main Street, Annapolis 21401
301—267-5961

MEMORANDUM

July 30, 1976

TO: Segment Boards, Chief Executive Officers of the Public Postsecondary Education Institutions, Participants and Other Interested Persons

FROM: Sheldon H. Knorr

SUBJECT: REPORT OF THE SELECTION COMMITTEE FOR THE MINORITY/OTHER-RACE FACULTY AND ADMINISTRATOR INTERNSHIPS PROGRAM

Herewith is the report of the Selection Committee for the Internships Program. The report was prepared for the Committee by Dr. Glenwood C. Brooks, Jr., and consists of the following summary of the selection and placement process:

1. Total number of candidates recommended by the institutions and number of offers made.
2. Breakdown of offers made and proposed institutions for placement.
3. Placement of candidates.
4. Final placements/acceptances by institution and segment.
5. Candidates by degree level.
6. Source of candidates.
7. Selection rationale.
8. Analysis

This report also includes the following attachments:

A. List of final placements/acceptances, showing each intern's name, race, degree level, recommending institution, internship institution, assigned department and responsibilities.

B. List of all intern candidates, showing degree level, area of study (skills area), type of internship, race, and recommending institution.

C. List of public postsecondary education institutions in Maryland, indicating where interns were placed and institutions recommending them.

As can be seen by the dimensions of this report, the selection process was a difficult and lengthy one. Many factors had to be taken into consideration, most particularly the critical minority/other-race personnel needs of the institutions. Several candidates withdrew after a placement was made; several withdrew after expressing interest in an internship. I wish to commend the Selection Committee for their patience and diligence in accomplishing the best cross-matches of intern qualifications with institutional personnel needs.

SHK/mt

cc: Board members and Staff

MINORITY/OTHER-RACE FACULTY AND ADMINISTRATOR INTERNSHIPS PROGRAM

SUMMARY OF SELECTION AND PLACEMENT PROCESS

1. Total Number of Candidates Recommended by the Institutions and Number of Offers Made:

41 Intern candidates were recommended by the institutions.

12 Interns were slected and original offers were made.

By segments which recommended them:
7 U of M
5 State Colleges and Universities
12

7 of the original 12 offers were accepted.

By segments which recommended them:
5 U of M
2 State Colleges and Universities
7

With only 7 acceptances for 12 placements, additional offers had to be made.

Total Number of Offers Required:

23 offers were made to place the 12 interns

By segments which recommended them:
13 U of M
10 State Colleges and Universities
23

Final Acceptances:

12 Acceptances, by segment which recommended them:
8 U of M
4 State Colleges and Universities
12

2. Breakdown of the 23 offers, i.e., candidates to whom offers were made and proposed institutions for placement (Capitals indicate final acceptances/placements)

Candidates from U of M:	Original Offer	Subsequent Offer	Proposed Inst'n
1) AKINYEMI	X		UMBC
2) ALBERT	X		UMCP
3) ARRINDELL	X		UMCP
4) BRAGG		X	UMAB
5) Buffkins *	X		Howard CC
6) Callaway		X	Howard CC
7) COTHRAN		X	UMCP
8) DIAMOND		X	Morgan
9) Mathews *	X		Towson
11) Schiesler *	X		UMCP
12) Toliver **		X	Howard CC
13) TOLIVER		X	Montgomery College
14) WILLIAMS	X		UMAB

Candidates from State Colleges & Universities	Original Offer	Subsequent Offer	Proposed Inst'n
1) ANSHER	X		Bowie
2) Boardley * - 2 indiv. offers	X		Towson
3) Boardley		X	Towson
4) BRYAN		X	Towson
5) Gruber		X	Morgan
6) HASKINS	X		U of B
7) Hytche *	X		Salisbury
8) Jewell		X	Morgan
9) Parks	X		Anne Arundel
10) PARKS - 2 indiv. offers		X	Anne Arundel

* Candidate accepted internship offer but subsequently declined.

** Howard Community College declined one candidate proposed to them.

3. Placement of Candidates:

Of the 23 offers made, 7 placements were to the University of Maryland

4 UMCP
2 UMAB
1 UMBC

10 placements were to the state colleges and universities

1 Bowie
1 U of B
4 Towson
1 Salisbury
3 Morgan

6 placements were to the community colleges

3 Howard
2 Anne Arundel
1 Montgomery

4. Final Placements/Acceptances by Institution & Segment

3	UMCP	(Arrindell, Albert, Cochran)
2	UMAB	(Williams, Bragg)
1	UMBC	(Akinyemi)
6	University of Maryland	
1	Bowie	(Ansher)
1	U of B	(Haskins)
1	Towson	(Bryan)
1	Morgan	(Diamond)
4	State Colleges & Universities	
1	Anne Arundel	(Parks)
1	Montgomery	(Toliver)
2	Community colleges	

5. Candidates by Degree Level

Of the 23 offers made: 10 were doctorate level candidates
13 were masters level candidates

Final Candidates by degree level:

6 doctorates (Albert, Akinyemi, Arrindell, Cothran, Diamond, Williams)
6 masters (Bragg, Toliver, Ansher, Bryan, Haskins, Parks)

6. Source of Candidates

Of the 41 candidates: 17 were recommended by the University of Maryland
(2 - UMAB, 0 - UMBC, 0 - UMES, 15 - UMCP)

21 were recommended by the State Colleges and Universities
(2 - Bowie, 4 - Coppin, 2 - Salisbury,
7 - Morgan, 0 - U of B, 1 - Frostburg,
0 - St. Mary's, 5 - Towson)

3 were independents (unsponsored)

0 were from the community colleges

Of the 41 candidates, 36 were eligible (13 doctorates, 23 masters)
5 were ineligible (Jones, Rich, Chu, Wright, Stallworth)

7. Selection Rationale, in order of priority

a) Meet criteria (other-race, full-time, Maryland residency, etc.).

b) Match-up (Candidate skills and institutional needs).

c) Doctorate-level candidates

d) Willingness to relocate so that geographical representation or "spread" might be achieved.

e) Include as large a number of placement institutions as possible.

8. Analysis

To obtain the 12 placements/acceptances, it required nearly 2 offers for every 1 acceptance. The reasons were:

a) Doctorate-level candidates generally declined offer when internship placement required relocation.

b) Masters-level candidates wanted more money.

MINORITY/OTHER-RACE FACULTY AND ADMINISTRATOR INTERNSHIPS PROGRAM - PLACEMENTS SUMMARY

Academic Year 1976-1977

INTERN	RACE	DEGREE LEVEL	RECOMMENDING INSTITUTION	INTERNSHIP INSTITUTION	ASSIGNED DEPARTMENT & RESPONSIBILITIES
Ms. Agnes Akinyemi	B	Doctorate	UMAB	UMBC	Div. of Science; teaching responsibilities similar to T.A., grade lab reports, some prep work for lab sessions.
Ms. Jesselle A. Albert	B	Doctorate	UMCP	UMCP	Meteorology Dept.; fall - team teaching & coordinate film discussions, assist students; spring - handle student seminar, student advisor, general resource person to dept.
Ms. Irene Ansher	W	Masters	Bowie	Bowie	Dept. of Undergraduate Admissions; work with Dir. of Recruitment & Admissions and Integration Coordinator, recruit other-race students.
Mr. Nicholas J. Arrindell	B	Doctorate	UMCP	UMCP	Institution of Life Longlearning; special ass't to Director; provide staff assistance in designing & implementing Institute's instructional, research & service activities.
Ms. Myrtle E. Bryan	B	Masters	Morgan	Towson	Reading Study Skills Laboratory as reading specialist; August will be used to develop specific experiences; will receive detailed description at that time.
Mrs. Barbara Bragg	B	Masters	UMCP	UMAB	Health Sciences Library; technical services area, acquisitions, possibly cataloging and Reader's Service Div.

INTERNSHIPS PROGRAM, PLACEMENTS SUMMARY - Pg. 2

INTERN	RACE	DEGREE LEVEL	RECOMMENDING INSTITUTION	INTERNSHIP INSTITUTION	ASSIGNED DEPARTMENT & RESPONSIBILITIES
Ms. Mary Cothran	B	Doctorate	UMCP	UMCP	Intensive Education Development Program; counseling and advising undergraduate students enrolled in program; more details to be provided to intern by advisor.
Ms. Vicki P. Diamond	O	Doctorate	UMCP	Morgan	Ass't to Dean of School of Education; participate in organization & implementation of instruction evaluation system, coordinate various activities, participate in development of manual for faculty of School of Education.
Mrs. Anita L. Haskins	B	Masters	Coppin	U of B	Dept. of Undergraduate Admissions; general admissions, recruitment of other-race students.
Mr. Lornell A. Parks	B	Masters	Towson	Anne Arundel	Research Inst. of college; will assist in developing college's Master Plan, may also teach course in geography.
Ms. Susan D. Toliver	B	Masters	UMCP	Montgomery	Office of Personnel; participate in division classification & employment development; time permitting, also employment & benefits administration and conduct special studies.
Mr. Henry N. Williams	B	Doctorate	UMAB	UMAB	Biological Sciences Dept.; special lectures to dental students, teaching of laboratories, presentation of information on new organisms, learn student counseling techniques, serve as member of departmental committees.

RACE: B-black, W-white, O-other

INTERNSHIP APPLICANTS

	Level	Area of Study (skills area)	Type of Internship	Race	Recommended By:
Albert, Jesselle A.	(Ph.D)	Meteorology	Teaching	B	UMCP
Ansher, Irene	(M.A.)	Counseling & Guidance	Administrative	W	BOWIE
Akinyemi, Agnes	(Ph.D)	Microbiology	Teaching	B	UMAB
Arrindell, Nicholas J.	(Ph.D)	Continuing Edu.	Administrative	B	UMCP
Boardley, Jean A.	(M.S.)	Science	Administrative	B	MORGAN
Bragg, Barbara	(M.A.)	Library Science	Administrative	B	UMCP
Brown, Mildred	(Ph.D)	Human Development	Teaching	B	UMCP
Bryan, Myrtle E.	(M.A.)	Reading	Teaching/Admin.	B	MORGAN
Buffkins, Carol J.	(D.M.A.)	Music	Teaching	B	UMCP
Calloway, Jimmy	(Ph.D)	Recreation	Teaching	B	UMCP
Chu, Donald	(Ph.D)	Physical Edu.	Teaching/Admin.	O	UMCP
Cobb, Joan	(Ph.D)	Early Childhood Ed	Administrative	B	UMCP
Cothran, Mary E.	(Ph.D)	Counseling & Personnel	Teaching/Admin.	B	UMCP
Diamond, Vicki P.	(Ph.D)	El. Ed Math	Teaching/Admin.	O	UMCP
Doran, Jessie	(M.S.)	Special Ed	Administrative	W	COPPIN
Evans, Diane	(M.S.)	Special Ed	Administrative	W	COPPIN
Gorham, Irma	(M.A.)	Urban Planning	Administrative	B	MORGAN
Gruber, Eileen	(M.A.)	Counseling Psy.	Teaching/Admin.	W	TOWSON
Hayman, Robert L.	(M. Ed.)	Music Ed.	Teaching	W	TOWSON
Haskins, Anita	(M.S.)	Special Ed.	Administrative	B	COPPIN
Hytche, Pamelia	(M.A.)	Psychology	Administrative	B	SALISBURY
Jewell, Girard D.	(M.S.)	Instructional Technology	Teaching/Admin.	W	TOWSON
Jews, William	(M.A.)	Urban Planning	Administrative	B	MORGAN
Jones, Rae L.	(Ph.D)	Child Development	Teaching	B	Independent

	Level	Area of Study (skills area)	Type of Internship	Race	Recommended By:
Layman, Jane	(M.A.)	Guidance & Counseling	Administrative	W	FROSTBURG
LeBlond, Anita W.	(M.A.)	Counseling & Guidance	Administrative	W	COPPIN
Lindsay, Margaret	(M.A.)	Music	Teaching	B	MORGAN
Mackey, Lee N.	(M.A.)	Music	Teaching	B	MORGAN
Matthews, Earl	(Ed.D.)	Administration	Administrative	B	UMCP
Matthews, Fredericka	(M.A.)	Music	Teaching	B	MORGAN
Messerschmidt, Carole	(M.A.)	Geography	Teaching/Admin.	W	TOWSON
Millstein, Flora	(M.S.)	Family Studies	Teaching/Admin.	B	UMCP
Parks, Lornell A.	(M.A.)	Geography	Teaching/Admin.	B	TOWSON
Petty, Rachel	(Ph.D)	Human Development	Teaching	B	UMCP
Rich, Joyce J.	(B.A.)	Business Ed	Administrative	B	Independent
Stallworth, Andrew W.	(Ph.D)	Geography	Teaching	B	Independent
Schiesler, Mary A.	(Ph.D)	Chemistry	Teaching/Admin.	B	UMCP
Thacker, Cortiaa	(M.S.)	Special Ed	Administrative	B	COPPIN
Toliver, Susan	(M.A.)	Administration	Administrative	B	UMCP
Williams, Henry	(Ph.D)	Microbiology	Teaching	B	UMAB
Wright, Beverly A.	(M.S.L.A.)	Library Science	Administrative	B	SALISBURY

Note - April 30, 1976 letter to the Segments from Sheldon H. Knorr contains a summary of the priority need areas which were designated by the institutions for interns

Race:
B - Black
W - White
O - Other

Internships Program

CANDIDATE SOURCES & INTERNSHIP PLACEMENTS

	Recommended Eligible Candidates	Recommended Interns Who Were Placed	Final Placement of Interns
UMAB	2	2	2
UMBC			1
UMCP	15	6	3
UMES			
MORGAN	7	1	1
BOWIE	1	1	1
COPPIN	5	1	
FROSTBURG	1		
SALISBURY	2		*
ST. MARY'S			
TOWSON	5	1	1
U OF B			1
ALLEGANY			
ANNE ARUNDEL			1
CATONSVILLE			
CECIL			
CHARLES COUNTY			
CHESAPEAKE			
CCB			
DUNDALK			
ESSEX			
FREDERICK			
GARRETT			
HAGERSTOWN			
HARFORD			
HOWARD			*
MONTGOMERY, ROCKVILLE			1
MONTGOMERY, TAKOMA PK			
PRINCE GEORGE'S			

*Salisbury State College and Howard Community College were included in the original list of institutions who were offered interns; the candidate for Salisbury withdrew after initially accepting an internship offer; Howard declined the candidate proposed to them.

Information Packet for High Schoolers

The State Board, in cooperation with the State Department of Education, has developed a postsecondary education opportunities packet for distribution to high school seniors this fall. This multi-colored brochure contains information on types of degree programs available in public, private and proprietary institutions, financial aid programs available. The information brochure has six illustrated panels, each addressing a different topic, which fold out progressively larger; the largest panel consists of a map of Maryland on which the postsecondary institutions are pinpointed, with addresses and phone numbers listed. Four postcards are provided for students to send for application forms and other information; one of the postcards is prepaid.

The brochure was developed in response to recommendations of the bi-racial Inter-Agency Task Force, which was established under the State Desegregation Plan to promulgate guidelines and procedures to facilitate counseling services for students in secondary schools. The packet is intended to encourage students to select colleges or vocational/technical schools based on program offerings rather than on racial composition of the institution. 50,000 copies are being distributed to high school students in the State.

Further information about the information materials can be obtained from Dr. Glenwood C. Brooks, Jr., Director, Equal Educational Opportunity at the State Board for Higher Education, 93 Main Street, Annapolis, Maryland 21401.

First Twelve Interns Selected

Twelve graduate students were chosen last spring by a special Selection Committee of the Maryland Council for Higher Education and began their internship in July of this year. All are fulfilling full-time faculty or administrative responsibilities, described below, at institutions where theirs is the minority race. Each is receiving an annual stipend of $10,000 for participating in this State-funded program. The purpose of the program is to increase the State's pool of qualified candidates for employment as faculty and administrators in other-race institutions.

AGNES AKINYEMI is interning at University of Maryland Baltimore County in the Division of Science. JESSELLE A. ALBERT has been assigned to the Meteorology Department at University of Maryland College Park. IRENE ANSHER is interning at Bowie in the Department of Undergraduate Admissions. NICHOLAS J. ARRINDELL is at College Park in the Institute of Life Long Learning. BARBARA BRAGG has been assigned to the Health Sciences Library at University of Maryland in Baltimore City. MYRTLE E. BRYAN is in the Reading Study Skills Laboratory at Towson. MARY E. COTHRAN is interning in the Intensive Education Development Program at College Park. VICKI P. DIAMOND's internship is at Morgan in the School of Education. ANITA L. HASKINS is in the Department of Undergraduate Admissions at University of Baltimore. LORNELL A. PARKS is coordinator of research and planning at Anne Arundel Community College. SUSAN D. TOLIVER is interning at Montgomery Community College in the Office of Personnel. HENRY N. WILLIAMS is in the Biological Sciences Department at University of Maryland at Baltimore City.

You're Asking Me to do What!?

There is no end to the service Dr. Louis Kaplan, is prepared to render higher education in Maryland. On August 18, Dr. Wilson Elkins, pictured on the right, announced that Dr. Kaplan had accepted appointment as Interim Chancellor of the U.M.B.C. campus of the University, succeeding Dr. Calvin B. T. Lee who resigned.

The venerable educator served on the University Board of Regents a quarter-century from 1952 to 1976. During the time of his Regent service, he served on the Maryland Council for Higher Education for five years. From 1930 to 1970, Dr. Kaplan was President of the Baltimore Hebrew College. The *RECORD* anticipates a dramatic closing of the generation gap at U.M.B.C. in the coming months.

New Facilities Proposals

Howard Community College

The State Board for Higher Education, at its October 13th meeting, recommended support of a capital projects proposal for alterations and expansion of the learning resource center at Howard Community College. The expansion to the center provides Howard with more adequate library space as well as audio visual and office space. The State's share of the cost of this project is $187,101.

Frederick Community College

A capital projects proposal for a multipurpose assembly building at Frederick Community College was also brought before the Board for its consideration at the October meeting. Action on this proposal, the State's share of which would be about $377,000, was postponed until the November Board meeting.

Before taking action, the Board requested that the proposal be returned to the State Board for Community Colleges to determine the feasibility of Frederick's use of the auditorium at nearby Hood College, a private institution, rather than constructing a new facility at Frederick Community College.

At their November 5th meeting, the Board members were presented with information stating that the auditorium at Hood College was not available for Frederick's use. However, a final vote on approval of the proposed assembly building at Frederick was tabled until the December Board meeting.

Board Acts on New Academic Programs

The following new academic programs were approved for public postsecondary institutions and endorsed for private institutions by the State Board for Higher Education at its October 13th meeting. All programs are for January 1977 implementation.

	Degree
Allegany Community College	
Radiologic Technology	A.A.
Howard Community College	
Plant Science	Certificate
Prince George's Community College	
Real Estate Program	A.A. & Certificate
Frostburg State College	
Counseling Psychology	M.S.
Salisbury State College	
Leisure Studies	B.A.
Antioch — Columbia	
Ceramics	M.F.A.
Loyola College	
Actuarial Science	M.S.

INTERNS WILL ADD TO FACULTY AND ADMINISTRATOR EMPLOYMENT POOL

Graduate Students now serving as interns under the SBHE-sponsored Minority/Other-Race Internship Program are seeking employment, starting in June of 1977, in Maryland higher education institutions. The twelve Interns are currently serving nine public postsecondary institutions in a variety of teaching, administrative and research capacities. Interns pictured above, and the institutions where they are interning are, top row L to R: AGNES AKINYEMI, UMBC; VICKI P. DIAMOND, Morgan; NICHOLAS J. ARRINDELL, UMCP; BARBARA BRAGG, UMAB; HENRY N. WILLIAMS, UMAB. Bottom row, L to R: ANITA L. HASKINS, U of B; IRENE ANSHER, Bowie; LORNELL A. PARKS, AACC; MARY E. COTHRAN, UMCP; SUSAN TOLIVER-ROBINSON, Montgomery; and MYRTLE E. BRYAN, Towson. Absent from the picture is JESSELLE A. ALBERT, UMCP. Contact the SBHE Equal Postsecondary Education Division for more details or see the November '76 Central Placement Bureau listing.

Out-of-State Graduate Programs Available

Students from Maryland can now enroll in 19 out-of-state graduate programs — including Coal Processing Research, Physical Therapy, and Marine Law and Science — at in-state tuition rates through the Academic Common Market, a project of the Southern Regional Education Board (SREB).

The Common Market, which was formed as a sharing vehicle for Southern states, increases accessibility and discourages duplication of highly specialized and often expensive graduate programs.

There are only two requirements for qualification: Acceptance for admission in a program offered through the Academic Common Market, and proof that one is a legal resident of a state which has made arrangements to send its residents to that program.

Residents of Maryland can obtain further information on the program, including certification procedures, by writing their state coordinator: JOHN A. SABATINI, JR., Staff Specialist, Maryland State Board for Higher Education, 93 Main Street, Annapolis, Maryland 21401.

SBHE Staff Organization Chart

In response to requests for multiple copies of the organization chart which was published in the October '76 issue of the RECORD, additional copies have been printed and are available on request. Please direct requests to the Editor of the RECORD.

COMMITTEE *[continued from page 5]*

member representation; two from the University of Maryland, two from the State college and university system, two from the community colleges, two from the private colleges, and one from Morgan State University.

Article 77-A, Section 28(F) gives SBHE the authority to appoint a student advisory committee to "make recommendations to the Board on matters affecting them."

Member of SBHE Staff Honored

FRED H. SPIGLER, JR., Director of Special Programs at SBHE, was honored by the Carroll County Commissioners at the dedication ceremonies of the Carroll County Branch Community College on October 24.

Spigler served as consultant to the Commissioners from June, 1975 through June, 1976 in developing the program. The campus is a branch of Catonsville Community College. Dr. B. A. BARRINGER, president of Catonsville gave the dedicatory address.

The Commissioner's Resolution commends the SBHE staff member for his "valuable and helpful services" in establishing the first such branch campus in Maryland.

MINORITY/OTHER RACE FACULTY AND ADMINISTRATIVE INTERNSHIPS PROGRAM - REPORTS

Following are summaries of the final reports of those twelve individuals who served internships in Maryland's public postsecondary education institutions from July 1, 1976 through June 30, 1977.

AGNES AKINYEMI, Intern at the University of Maryland, Baltimore County Campus, Department of Biological Sciences. Mrs. Akinyemi's primary responsibilities were teaching, which included instructing students in both Molecular and Classical genetics, conducting microbiology laboratories, helping students interpret experimental data, giving quizzes, preparing examination questions and proctoring lecture and laboratory examinations, grading examinations and laboratory reports and counseling students on the results of reports and examinations. In pursuing her own graduate studies, the internship afforded Mrs. Akinyemi an opportunity not only to assume some course work towards her Ph.D., but has enabled her to engage in research as well.

JESSELLE M. ALBERT, Intern at the University of Maryland, College Park, Meteorology Program. Mrs. Albert's duties were coordinating and participating in the team teaching of Meteorology 301, The Atmospheric Environment for both Fall and Spring semesters. This assignment included drawing up the course lecture schedule, giving lectures, securing and setting up audio-visual equipment for lectures, preparing, administering and grading quizzes and final examinations. Mrs. Albert considers that the Internship has not only benefitted her personally by broadening her teaching experience, it has also provided a positive exposure of a minority person in an area where there are few.

IRENE ANSHER, Intern at Bowie State College, Admissions Office. Mrs. Ansher's assignment in the Admissions was to work with the Integration Coordinator to recruit other race students, and to assist the Director of Admissions in the general recruiting program for the undergraduate school; it involved all aspects of admissions and recruiting procedures, methods and strategies. In addition, Mrs. Ansher developed programs and presentations for use in admissions and recruiting, which were directly responsive to observed institutional needs. These included the development and implementation of (1) A Data Fact Sheet, completed in the Fall and used by the Admissions Department as a major publicity item in recruitment; (2) A Career/Post High School/Financial Aid Workshop, an hour and a half presentation designed to reach large groups of high school students, presented in three Maryland counties; (3) Admissions Office Organization and Recruiting program, written and presented in workshop to the Admissions Department.

NICHOLAS J. ARRINDELL, Intern at the University of Maryland, College Park, Center for Lifelong Learning. In fulfilling the responsibilities of his internship, Mr. Arrindell was particularly involved in the Center's statewide survey to determine staff development needs of Maryland's public and private colleges and universities, the purpose of which was to ascertain how the University of Maryland could assist, or whether there was an actual need for further staff development for older or more mature clientele. In addition to internal responsibilities, Mr. Arrindell was able to develop a liason relationship between the Center and the postsecondary institutions in the State, and thereby has not only been able to reinforce support for the project, but also to determine that the State of Maryland has the potential, the delivery system, and the personnel capable of fulfilling the goals of lifelong learning.

BARBARA BRAGG, Intern at the University of Maryland, Baltimore City, Health Sciences Library; and by special arrangement for a portion of the Internship, at the Curriculum Laboratory, Univeristy of Maryland, College Park. Initially assigned to the Health Sciences Library on the University of Maryland's Baltimore City Campus, Mrs. Bragg was asked in August to transfer her services to the College Park Campus and assume the responsibilities of Acting Director of the Curriculum Laboratory in the emergency absence of the Director. At the Curriculum Laboratory Mrs. Bragg recruited, selected and trained a full contingent of 18 part-time student workers, developed and implemented a work schedule integrating the schedules of the regular staff with the part-time staff, conducted Laboratory orientation-demonstration programs, supervised cataloging and acquisitions, held regular staff meetings and ensured that publisher's representatives were being contacted. After four months in this capacity, Mrs. Bragg returned to the Health Sciences Library in Baltimore City, where she worked in all departments, i.e., Acquisitions, Serials, Cataloging, Information and Public Relations, Audio-Visual, Documents, Circulation, Special Collections and Reference, as well as the Main Library Office, assisting in any ongoing or new projects, in library orientations, and in the management of the audio-visual department.

MYRTLE E. BRYAN, Intern at Towson State University, in the Study Skills Support Services Center, Admissions Office and Financial Aid Office. Ms. Bryan's responsibilities in Reading and Study Skills in Towson State University's Study Services Center included both teaching and administrative duties. Ms. Bryan taught the reading portion of an interdisciplinary course in the Provisional Student Program, administered the Nelson-Denny Reading Test as part of a research project, participated in Study Skills Workshops with the Reading Specialist in the Center, and was also given charge of the Learning Lab, where she managed all aspects of the Lab including supervising Lab assistants and serving as a resource person for assistants faculty and tutors. During her assignment to the Admissions Office, Ms. Bryan engaged in all aspects of admissions procedures, serving as an Admissions Counselor and processing applications from the time they are received until final decision on admission is reached. Finally, Ms. Bryan worked in the Financial Aids Office at Towson, assisting in a variety of duties related to delivery of financial aid to students.

MARY E. COTHRAN, Intern at the University of Maryland, College Park Campus in the Intensive Education Development Program (IED). Mrs. Cothran's responsibilities with IED were fourfold, and involved Research Functions, Interaction Functions, Administration Functions and Problem Encounter Functions. Under these four broad categories, Mrs. Cothran undertook needs assessments, with the result that three programs have been undertaken; counseled students and clubs and taught an IED classroom section, served a liason function between IED and the Black Honors Caucus as well as the larger university community, planned seminars and workshops, participated in program development collected data, implemented programs and evaluated training and planning programs, and encouraged and facilitated a consultative relationship with the Counseling and Personnel Services Department.

VICKI P. DIAMOND, Intern at Morgan State University, Assistant to the Dean of the School of Education. As an administrative intern, many of Mrs. Diamond's responsibilities centered around data collection and research for a variety of projects and program proposals within the School of Education. Among these were research for a doctoral program proposal and for a masters program proposal, and rewriting the present masters program in Elementary Education. Mrs. Diamond has also worked as part of the editorial staff for Morgan's first journal in educational research, served on committees, prepared funding proposals and State evaluations. Through the Internship, Mrs. Diamond has developed a special interest in teacher education and research, and plans to pursue this in the future by working in the area of educational planning.

ANITA L. HASKINS, Intern at the University of Baltimore, Department of Undergraduate Admissions. Mrs. Haskins' responsibilities in the admissions office were variegated, and included all aspects of admissions procedures. This involved recruitment and counseling of students, evaluation of transcripts for the very large percentage of students who enroll at the University of Baltimore as transfer students, and the seeking out of particularly worthy students for Alumni Merit Scholarships.

LORNELL A. PARKS, Intern at Anne Arundel Community College. Mr. Parks' internship duties were administrative, and he worked primarily with the Dean of the Faculty and the Director of Institutional Research, and as a Records Officer for the Officer of Admissions and Records. As Coordinator of Planning and Research, he collected and analyzed data on student enrollment, program development, facilities development, space utilization and budgeting; the findings of this research were used to assist in the development of the College's Comprehensive Long Range Plan. As Records Officer, Mr. Parks was responsible for evaluation and clearance of student records, counseling students, and addressing both high school counselors and students concerning admissions procedures and requirements for enrollment at Anne Arundel Community College. The internship has provided Mr. Parks with a first hand view of college management, policy formulation and procedures at all levels.

SUSAN D. TOLIVER-ROBINSON, Intern at Montgomery College, Rockville Campus, Office of Personnel. Mrs. Toliver-Robinson worked in the Office of Classification and Development, with duties primarily those of a classification specialist. They include desk audits, classification reviews, class determination of new positions, writing position descriptions, conducting salary surveys, writing survey questionnaires and completing salary survey questionnaires from other institutions, attending professional meetings preparing classification packages for Board of Trustee approval, and carrying out special projects. The internship also afforded Mrs. Toliver-Robinson an opportunity to work with students, particularly the Black student organization on campus, and to assist them with plans to transfer to other institutions offering Bachelors degrees which would best serve their academic needs and interests, and she has noted that desegregation materials published by the State Board for Higher Education have been particularly helpful here.

HENRY N. WILLIAMS, Intern at the University of Maryland at Baltimore, School of Dentistry, Department of Microbiology. In addition to teaching responsibilities, Mr. Williams worked extensively in research, which is a vital part of the faculty requirements at most universities. He was also appointed to several committees, among which was the Committee to Develop an Academic Program for Cooperative Work Study Students who will be participating in a cooperative program at the UMAB campus this summer. Mr. Williams gained experience in the writing of manuscripts for publications in scientific journals, as several papers are presently being prepared for submission based on research projects in which he was involved. A portion of Mr. William's investigations was accepted for presentation at the annual meeting of the American Society for Microbiology during the month of May.

APPENDIX F-1

MARYLAND STATE BOARD FOR HIGHER EDUCATION
CENTRAL PLACEMENT BUREAU

APPLICATION FORM

General Instructions

Each postsecondary education institution in the State of Maryland recruits and employs individually. The Central Placement Bureau is designed to assist institutions in this process by providing listings, which include the information requested below, each February, May, and November of persons who are seeking faculty or administrative positions in Maryland. Participation in the Central Placement Bureau is voluntary on the part of applicants and institutions. The Bureau does not collect resumes or participate in any negotiations involved in the recruitment and hiring process. An institution interested in interviewing a candidate will contact the person directly.

Each application will be included in one listing only; another application must be forwarded if you wish to be included in a later listing. Applications received by January 1 will be included in the February Listing; applications received by April 1 will be included in the May Listing; and applications received by October 1 will be included in the November Listing. Applications received after a deadline date will be held for inclusion in the next listing. If you would like to be included in a Central Placement Bureau Candidate Listing, please complete this application and return it to:

The Central Placement Bureau
Maryland State Board for Higher Education
The Jeffrey Building
16 Francis Street
Annapolis, Maryland 21401

The Maryland State Board for Higher Education does not discriminate on the basis of sex, race, national origin, religion or handicap in its educational activities or employment practices.

DATE: ____________________

AME: ____________________ SEX: ☐ MALE ☐ FEMALE

ACE: ☐ BLACK ☐ AMERICAN INDIAN ☐ ASIAN ☐ HISPANIC ☐ WHITE ☐ OTHER ____________

ATIONALITY: ☐ U.S. (or permanent immigrant) ☐ FOREIGN (specify) ____________

DDRESS: ____________________
Street City State Zip Code

ELEPHONE: ____________________
Area Code Business Area Code Home

PE OF POSITION DESIRED:

☐ faculty (specify field on reverse side)
☐ administrative, specify type: ____________
☐ other, specify: ____________

EMPLOYMENT STATUS DESIRED:

☐ Full-Time
☐ Part-Time
☐ Other: ____________

GREES: List the type of degrees earned (e.g., B.A., B.S., M.B.A., Ed.D.) and field of degree:

Bachelors: ____________ Masters: ____________
Doctoral: ____________ Professional: ____________
Other: ____________

Field(s) of specialization: According to the general fields listed below, indicate areas of specialization which you are QUALIFIED FOR and interested in teaching.

EXAMPLE:

Letters: 18th Century English Literature

Agricultural and Natural Resources: ____

Architecture and Environmental Design: ____

Area Studies: ____
(e.g. Asian Studies, Russian Studies, European Studies)

Biological Sciences: ____

Business and Management: ____

Communications: ____
(e.g. Journalism, Advertising, Radio/Television)

Computer Sciences: ____

Education: ____

Engineering ____

Fine and Applied Arts: ____

Foreign Languages: ____

Health Professions: ____

Home Economics: ____

Law: ____

Letters: ____
(e.g. English, Literature, Philosophy, Speech, Religious Studies)

Library Science: ____

Mathematics: ____

Military Sciences: ____

Physical Sciences: ____
(e.g. Physics, Chemistry, Astronomy, Geology)

Psychology: ____

Public Affairs/Services: ____
(e.g. Public Administration, Social Work, Law Enforcement)

Social Sciences: ____
(e.g. Anthropology, Economics, History, Geography, Political Science, Sociology, Urban Studies)

Theology: ____

Other; specify: ____

APPENDIX G-1

PROGRAM GUIDELINES AND ADMINISTRATIVE DETAILS

REVISED FACULTY AND ADMINISTRATOR EXCHANGE PROGRAM

PROGRAM PURPOSE

Exchange participation is for the purpose of expanding and enriching working skills of minority faculty and administrators, and increasing other race faculty and administrator presence in public postsecondary institutions in the State.

1. Exchange Participant

   -Obtains approval from chief academic officer and appropriate department head(s) to participate and completes any conditions for the exchange which are required by the home institution.

   -Is expected to follow the academic policies of the host institution.

   -Prepares report on exchange experience at end of exchange period and submits report to host institution.

   -Keeps accounting of extra mileage incurred and submits expense accounts on a monthly basis to the State Board for Higher Education (See below for details).

2. Home Institution

   -Continues to pay exchange participant's regular salary while participant is on leave to host institution.

   -Remains responsible for matters pertaining to promotion and tenure and other special conditions of participant's employ.

3. Host Institution

   -Requests exchange participant to submit a brief report at end of exchange period for release to the State Board for Higher Education and the home institution; this report will be used for an assessment of the exchange program.

4. Maryland State Board for Higher Education

   -Coordinates Exchange Program; upon receipt of exchange applications, cross-matches candidates and contacts selected host institutions for placement.

   -Provides exchange participants with a stipend and reimburses them for any extra travel expenses incurred by participation in the exchange.

PROGRAM GUIDELINES AND ADMINISTRATIVE DETAILS

REVISED FACULTY AND ADMINISTRATOR EXCHANGE PROGRAM

5. Stipend and Travel Expenses

-Stipend will be $1,000 for each participant for two semesters' participation; $500 for one semester's participation.

-Travel expense allowance will be based on extra miles the participant must travel to host institution over and above those miles regularly travelled to home institution. Maximum travel allowance for a semester will be computed as follows:

(a) Determine mileage to and from host institution

(b) Subtract mileage to and from home institution

(c) Multiply difference by .12¢ per mile

(d) Multiply by 5 days per week (If less days travelled per week, that factor should be used)

(e) Multiply by number of weeks in the semester

-Reimbursement of stipend and travel expenses will be made in monthly payments. For the stipend, participant is requested to complete and sign the Exchange Participation Voucher. For travel expenses, participant is requested to complete State of Maryland Expense Account (GAD Form X-5) weekly and forward forms once each month to SBHE. Upon receipt of final week's travel expense form and Exchange Participation Voucher, SBHE will send check for stipend and travel expenses.

-Prior to exchange, department head at prospective host institution may request an interview with exchange candidate. If so, SBHE will reimburse candidate for mileage calculated per a and c above. State of Maryland Expense Account GAD Form X-5 should be used to report interview mileage; this should be mailed to SBHE for reimbursement. Expenses for maximum of two interview visits per institution will be reimbursed.

FACULTY AND ADMINISTRATOR EXCHANGE PROGRAM - Summary of Final Reports

Each individual who participated in the Faculty and Administrator Exchange Program during the Spring, 1977 academic semester was asked, at the end of the exchange period, to file with SBHE a brief report concerning the exchange experience. These individuals were: Dr. Nathan S. Wall, Professor of Physics, the University of Maryland, College Park, who exchanged teaching positions with Dr. Robert M. Dixon, Professor of Physics, Morgan State University; and Ms. Judith R. Max, Media Specialist, Essex Community College, who exchanged administrative positions with Mr. William E. Anderson, Communications Specialist, Morgan State University.

Despite the different orientations of the participants, i.e., faculty versus administrative responsibilities, consensus was reached concerning one point, and that was the benefit of the program in terms of establishing new lines of communications between the respective institutions. Not only was this the case in terms of interdepartmental communication, but also with regard to increasing student awareness of opportunities available at other campuses. It was hoped, for example, that students from Essex Community College would give increased consideration to transferring to Morgan State University in the event that they desired to obtain a Bachelor's Degree, and similarly, that Morgan students would consider the possibility of further studies at College Park, or different courses of study offered at Essex if their educational goals changed.

The participants also pointed out that a second benefit derived from the program was increased awareness of the possibilities of resource sharing among departments and institutions, not only in terms of professional expertise, but also in terms of physical plant resources, which can be particularly useful in terms of research. This was particularly the case in the exchange of Dr. Wall and Dr. Dixon, since it allowed Dr. Dixon to engage in research activities connected with the Cyclotron Laboratory at the College Park campus.

The participants generally regarded the experience as an opportunity to inform their own faculty and administrators about the situations at schools whose student body is predominantly a different race from the home institution. It was pointed out that while this is personally educational, it also requires a continuing effort on the part of faculty at both campuses to reach its potential of fuller cooperation, and also requires state financial support of plans and arrangements to permit this ongoing collaboration.

As a result of participating in the program, a number of suggestions were offered by these faculty members and administrators. One of these was the observation that Morgan State University currently has a faculty development program with the University of Pennsylvania directed toward aiding faculty to obtain Ph.D. degrees. It was suggested that it would be most beneficial to have a similar program between the University of Maryland and the predominantly black schools in the State, and to have knowledge of this program disseminated throughout the area. It was suggested that increased state financial support be provided at institutions where teaching responsibilities are great in order to permit a decreased teaching load. In addition, it was believed that provision of "seed" money would be beneficial in developing research capabilities of faculty members. Finally, it was suggested that a broader program would have the potential to establish dialogue among all the institutions in the state, which in turn would strengthen the entire system, promote and foster a greater degree of fairness and equity and allow all institutions to better puruse their objectives.

Table 1 TRENDS IN RACIAL COMPOSITION OF FULL-TIME UNDERGRADUATES

1970, 1972, 1974, 1976 AND PROJECTED 1980 RANGES

MARYLAND PUBLIC POSTSECONDARY INSTITUTIONS	1970			1972			1974			1976			1980 PROJECTED RANGES *		
	NUMBER OF STUDENTS TOTAL	BLACKS	% BLACK	NUMBER OF STUDENTS TOTAL	BLACKS	% BLACK	NUMBER OF STUDENTS TOTAL	BLACKS	% BLACK	NUMBER OF STUDENTS TOTAL	BLACKS	% BLACK	NUMBER OF STUDENTS TOTAL	BLACKS	% BLACK
PREDOMINANTLY WHITE INSTITUTIONS:															
Allegany Community College	762	11	1.4	805	12	1.5	851	13	1.5	1287	27	2.1	853	17	2
Anne Arundel Community College	1501	65	4.3	1620	77	4.8	1877	86	4.6	2343	156	6.7	2218	288	13
Catonsville Community College	2615	25	1.0	2651	66	2.5	2472	161	6.5	2862	377	13.2	3071	154	5
Cecil Community College	142	2	1.4	189	14	7.4	279	16	5.7	546	41	7.5	320	22	7
Charles County Comm. College	327	22	6.7	389	42	10.8	447	41	9.2	673	50	7.4	810	275	34
Chesapeake College	291	31	10.7	327	32	9.8	282	40	14.2	325	61	18.8	384	115	30
Dundalk Community College	0	0	0	138	13	9.4	338	32	9.5	680	92	13.5	618	31	5
Essex Community College	2130	55	2.6	2612	62	2.4	2394	70	2.9	3021	189	6.3	2986	149	5
Frederick Community College	540	28	5.2	462	30	6.5	482	21	4.4	621	23	3.7	682	68	10
Garrett Community College	0	0	0	107	0	0	146	0	0	256	0	0	149	0	0
Hagerstown Junior College	851	9	1.1	793	47	5.9	780	35	4.5	931	68	7.3	1066	53	5
Harford Community College	948	62	6.5	943	87	9.2	958	76	7.9	1127	101	9.0	1280	115	9
Howard Community College	248	9	3.6	317	63	19.9	416	66	15.9	564	78	13.8	1258	151	12
Montgomery College - Rockville and Takoma Park Combined	4630	154	3.3	5799	202	3.5	5120	219	4.3	5788	346	6.0	7677	537	7
Prince George's Comm. College	3410	218	6.4	3451	400	11.6	3687	628	17.0	4060	998	24.6	5642	1467	26
Wor-Wic Tech. **										63	18	28.6			
Sub-Total Community Colleges	18395	691	3.8	20603	1147	5.6	20529	1504	7.3	25147	2625	10.4	29014	3442	11.9
Frostburg State College	2007	41	2.0	2484	114	4.6	2756	141	5.1	2829	177	6.3	3100	186-248	6.8
Salisbury State College	1299	15	1.2	1655	71	4.3	2248	148	6.6	2599	225	8.7	2500	270-310	11-12
St. Mary's College of Maryland**	782			909			922	31	3.4	969	60	6.2	1100	138-150	13-14
Towson State College	5667	161	2.8	6694	392	5.9	7688	484	6.3	8542	869	10.2	7400	1020-1167	14-16
University of Baltimore**							1646	317	19.3	1213	288	23.7	2000	315-345	16-17
Sub-Total State Colleges	9755	217	2.2	11742	577	4.9	15260	1121	7.3	16152	1619	10.0	16100	1929-2220	12-14
Univ. of Maryland-College Park	25066	861	3.4	24859	1256	5.1	23977	1568	6.5	24605	1792	7.3	25000	3250-4000	13-16
Univ. of Maryland-Balto. City	808	23	2.8	870	37	4.3	1446	90	6.2	1474	116	7.8	1300	182-234	14-18
Univ. of Maryland-Balto. Co.	2954	153	5.2	4611	440	9.5	4757	729	15.3	4925	1005	20.4	7700	1386-1540	18-20
Sub-Total University of Maryland	28828	1037	3.6	30340	1733	5.7	30180	2387	7.9	31004	2913	9.4	34000	4818-5774	14-17
TOTAL WHITE COLLEGES	56978	1945	3.4	62685	3457	5.5	65969	5012	7.6	72303	7157	9.9	79114	10139-11436	13-14
PREDOMINANTLY BLACK INSTITUTIONS:															
Community College of Baltimore	3167	1269	40.1	2698	1513	56.1	2511	1782	71.9	3805	3014	79.2	2986	2120	71
Bowie State College	1274	904	71.0	1596	1078	67.5	1668	1240	74.3	1477	1230	83.3	4100	2091-2132	51-52
Coppin State College	1111	1042	93.8	1667	1570	94.2	1647	1538	93.4	1850	1710	92.4	2300	1679-1840	73-80
Morgan State University	3815	3668	96.1	4340	4156	95.8	3705	3461	93.4	5021	4613	91.9	4900	3572-3768	73-77
Sub-Total State Colleges	6200	5614	90.3	7603	6804	89.5	7020	6239	88.6	8348	7553	90.5	11300	7342-7740	65-68
University of Maryland Eastern Shore **							956	695	72.7	759	587	77.3	1500	750-900	60-60
TOTAL BLACK COLLEGES	9367	6883	73.2	10301	8317	80.7	10487	8716	83.0	12912	11154	86.4	15786	10212-10760	65-68
ALL INSTITUTIONS COMBINED															
Community Colleges	21562	1960	9.1	23301	2660	11.4	23040	3286	14.3	28952	5639	19.5	32000	5562	17.4
State Colleges & University	15955	5831	36.5	19345	7381	38.2	22280	7360	33.0	24500	9172	37.4	27400	9271-9968	34-36
University of Maryland	28828	1037	3.6	30340	1733	5.7	31136	3082	9.9	31763	3500	24.4	35500	5568-6674	16-19
GRAND TOTAL	66345	8828	13.3	72986	11774	16.1	76456	13728	18.0	85215	18311	21.5	94900	20401-22196	21-23

* Source: Governor's Desegregation Task Force

** Data for St. Mary's College and University of Maryland-Eastern Shore is not complete for years 1970 and 1972. University of Baltimore became a public institution in January 1975. Wor-Wic Tech Community College accepted its first students in August 1976; therefore they are not included in enrollment figures before Fall, 1976.

APPENDIX I-1

Table 2

TRENDS IN RACIAL COMPOSITION OF FULL-TIME GRADUATE AND FIRST PROFESSIONAL STUDENTS
1970, 1974, 1976 AND PROJECTED 1980 RANGES*

MARYLAND PUBLIC POSTSECONDARY INSTITUTIONS	1970			1974			1976			1980 PROJECTED RANGES		
	NUMBER OF STUDENTS TOTAL	NUMBER OF STUDENTS BLACKS	% BLACK	NUMBER OF STUDENTS TOTAL	NUMBER OF STUDENTS BLACKS	% BLACK	NUMBER OF STUDENTS TOTAL	NUMBER OF STUDENTS BLACKS	% BLACK	NUMBER OF STUDENTS TOTAL	NUMBER OF STUDENTS BLACKS	% BLACK
PREDOMINANTLY WHITE INSTITUTIONS:												
Frostburg State College				14	1	7.1	22	0	0			
Salisbury State College				0	0	0	60	8	13.3			
St. Mary's College				0	0	0	0	0	0			
Towson State College				56	13	23.2	181	14	7.7			
University of Baltimore				58	5	8.6	4	0	0			
							267					
Sub-Total State Colleges				128	19	14.8	267	22	8.2			
Univ. of Maryland-College Park				2895	165	5.7	2772	121	4.4			
Univ. of Maryland-Baltimore County				71	4	5.6	92	6	6.5			
Sub-Total U of Maryland				2966	169	5.7	2864	127	4.4			
Univ. of Maryland Baltimore City				2506	246	9.8	2781	262	9.4			
Univ. of Baltimore Law School				932	10	1.1	839	30	3.5			
Sub-Total Professional Schools **				3438	256	7.4	3620	292	8.1			
Total White Colleges				6532	444	6.8	6751	441	6.5			
PREDOMINANTLY BLACK INSTITUTIONS:												
Bowie State College				6	2	33.3	4	0	0			
Coppin State College				226	175	77.4	144	112	77.8			
Morgan State University				186	119	63.9	187	91	48.6			
Sub-Total State Colleges				418	296	70.8	335	203	60.6			
Univ. of Maryland Eastern Shore				0	0	0	0	0	0			
Total Black Colleges				418	296	75.6	335	203	60.6			
ALL INSTITUTIONS COMBINED												
State Colleges and University	344	146	42.4	546	315	57.7	602	225	37.4	1800	306-360	17-20
Univ. of Maryland	3639	176	4.8	2966	169	5.7	2864	127	4.4	4500	405-585	9-13
Professional Schools**	1933	133	6.9	3438	256	7.4	3620	292	8.1	2700	378-486	14-18
GRAND TOTAL	5916	455	7.7	6950	740	10.6	7086	644	9.1	9000	1089-1431	12-16

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* Data for graduate and first professional level students by institution is not available for 1970 or 1980 projected ranges; the 1970 and 1980 figures reported here are taken from the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State, February, 1974.

** Professional schools totals include UMAB (graduate and professional school students) for 1970; UMAB (graduate and first professional students) and University of Baltimore Law School for 1974, 1976, and 1980 projections. The University of Baltimore became a public institution in 1975.

Summary Results of the Survey of Title IX Compliance Status of the Maryland Public Colleges and Universities

1. Designation of a Title IX Coordinator

Basis for Designation of a Title IX Coordinator

The federal regulations require the appointment of at least one employee to coordinate the compliance activities of the institution. The designation of this employee is to ensure adaquate staff time and attention to Title IX requirements, as well as providing a means of assigning responsibility and accountability for compliance efforts.

Institutional Activity

All the institutions have appointed at least one person as the Title IX coordinator for the campus (coordinators are listed in the Appendix). One institution indicated the intention to appoint a student coordinator in addition to an employee coordinator. Most of the coordinators hold administrative positions, such as Assistant to the President (or Chancellor), Associate Dean, Vice President, Director, and in one case, the President of the campus. Many campuses assigned the Title IX responsibilities to the campus affirmative action officer, or personnel officer.

2. Notification of Title IX Policy

Basis for Notification of Title IX Policy

Each recipient of federal funds is required by the regulations to implement specific and continuing steps to notify applicants for admission and employment, current students and employees and sources of referral of applicants for admission and employment that the institution does not discriminate on the basis of sex in educational programs and activities. The initial notification was to have appeared in local newspapers, campus newspapers, newsletters, and magazines, and memoranda distributed to every student and employee by October 19, 1975. A statement of policy of nondiscrimination on the basis of sex is to be continually included in announcements, bulletins, catalogs and application forms.

Institutional Activity

Most of the public institutions have complied with this requirement and have notified students and employees of the designation of a Title IX coordinator. The institutions have sent letters directly to both students and employees, as well as publishing a Title IX policy statement in campus newspapers, newsletters, catelogs, bulletins, announcements and on application forms. Most institutions have not limited their policy statements to nondiscrimination on the basis of sex, but have also voluntarily included characteristics such as age, race, color, national origin and handicap in their statements.

3. Adoption of Grievance Procedures for Employees and Students

Basis for Adoption of Grievance Procedures for Employees and Students

Each institution receiving federal funds is required to adopt and publish grievance procedures "providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited" by these regulations.

Institutional Activity

Most of the public institutions indicated that they have grievance procedures established for all employees and students. However, the majority of grievance procedures for students are explicitly written to handle disciplinary problems or academic complaints, such as disputes over grades. The grievance procedures for students give little detail on how to file a complaint, how and when the complaint will be investigated and what modes of appeal are available. The grievance procedures must be written and implemented in a style to assure potential grievants of due process, and they must be publicized. From the samples of grievance procedures submitted with the survey, it is apparent that there is a need for more guidance to the institutions on how to establish an effective grievance procedure.

4. Self-Evaluation of Policies and Practices Related to Title IX

Basis for Self-Evaluation of Policies and Practices Related to Title IX

Each recipient of federal funds is to evaluate its policies and practices concerning admissions of students, treatment of students, and employment of both academic and administrative personnel. As a result of this evaluation, the recipient is to modify any practices which do not meet the Title IX requirements. Descriptions of any changes in policy or remedial actions taken are to be maintained on file for at least three years and to be provided to the Office for Civil Rights upon request.

Institutional Activity

Nearly all the Maryland public colleges and universities reported that they had begun a self-evaluation. Most institutions had assigned this responsibility to the affirmative action officer, committee, or Title IX coordinator. Only five institutions submitted a written self-evaluation report; five others indicated that a report was being written. The College Park and Eastern Shore campuses of the University of Maryland and Montgomery College have conducted particularly thorough evaluations of their policies and practices; their reports can serve as good examples of the self-evaluation process to other institutions in the State.

An Added Note: The institutions were asked if any areas of the regulations were causing difficulties for them. All but five campuses either indicated no difficulties, or didn't respond to the question. Of the five campuses citing difficulties, three cited the area of athletics and physical education as causing the most difficulty. Another institution indicated difficulty in determining whether or not policies and practices have discriminatory effects. The last institution indicated that the cost of publicizing available positions and creating search committees was prohibitive.

TITLE IX COORDINATORS
of
MARYLAND PUBLIC COLLEGES AND UNIVERSITIES

Institution	Coordinator
Allegany Community College	Mr. Jon N. Loff, Chairperson Affirmative Action Committee Humanities Building Allegany Community College Cumberland, Maryland 21502 724-7700 Ext. 46
Anne Arundel Community College	Mr. Roy Benson Anne Arundel Community College Arnold, Maryland 21012 647-7100 Ext. 222
Bowie State College	Mr. Alvin Tilghman Office of Personnel Bowie State College Bowie, Maryland 20715 262-3350 Ext. 223
Catonsville Community College	Employee Affirmative Action Officer: Steve Pillsbury Catonsville Community College Tudor House 800 South Rolling Road Catonsville, Maryland 21228 747-3220 Ext. 313 (Student Affirmative Action Officer to be appointed 9/1/76
Cecil Community College	Mr. Frankie L. Sumpter Veteran Coordinator Cecil Community College North East, Maryland 21901 287-6060
Charles County Community College	Frank D. Mudd Personnel Officer Charles County Community College P.O. Box 910 La Plata, Maryland 20646 934-2251 Ext. 25

TITLE IX COORDINATORS - Cont'd

Institution	Coordinator
Chesapeake College	Charles Grussing Affirmative Action Coordinator Chesapeake College Wye Mills, Maryland 21679 758-1537 Ext. 63
Community College of Baltimore	Dr. Bernard J. Lowell Community College of Baltimore 2901 Liberty Heights Avenue Baltimore, Maryland 21215 396-0470/0471
Coppin State College	Thomas E. Terrell Coor. of Management & Administrative Affairs & Affirmative Action Officer Coppin State College 2500 W. North Avenue Baltimore, Maryland 383-4572/4573
Dundalk Community College	Dr. Daniel F. Moriarty (Interim) Associate Dean for Student Services Dundalk Community College 7200 Sollers Point Road Baltimore, Maryland 21222 282-6700 Ext. 288
Essex Community College	Ms. Penny Feldman Affirmative Action Officer Essex Community College Baltimore County, Maryland 21237 682-6000 Ext. 436
Frederick Community College	C. Mathew Kelley Asst. Director for Institutional Development Frederick Community College Frederick, Maryland 21701 662-0101
Frostburg State College	Mr. James J. Mingle Assistant to the President Frostburg State College Frostburg, Maryland 21532 639-4113

TITLE IX COORDINATORS - Cont'd

Institution	Coordinator
Garrett Community College	Mrs. Lisa Chaney Garrett Community College McHenry, Maryland 21541 387-6666
Hagerstown Junior College	Richard L. Behrendt Administration Building Hagerstown Junior College 751 Robinwood Drive Hagerstown, Maryland 21740 731-2800 Ext. 243, 259
Harford Community College	Dr. Edward C. Kuhl, Jr. Student Services Building Room S.P. #2 Harford Community College 401 Thomas Run Road Bel Air, Maryland 21014 838-1000 Ext. 202
Howard Community College	Douglas J. Wishart Howard Community College Columbia, Maryland 21044 730-8000 Ext. 61
Montgomery College	Vivian M. Lawyer Montgomery College 51 Mannakee Rockville, Maryland 20850 762-6088 Ext. 362
Morgan State University	Sylvia J. Lang Director, Affirmative Action Morgan State University Coldspring Lane and Hillen Road Baltimore, Maryland 21239 444-3022
Prince George's Community College	Rosanne R. Schoen Prince George's Community College 301 Largo Road Largo, Maryland 20870 336-6000 Ext. 205,206
St. Mary's College of Maryland	Florence V. Curran Calvert 113 St. Mary's College of Maryland St. Mary's City, Maryland 20686 994-1600 Ext. 358

TITLE IX COORDINATORS - Cont'd

Institution	Coordinator
Salisbury State College	Joseph K. Gilbert Assistant to the President Salisbury State College Salisbury, Maryland 21801 546-3261
Towson State University	Dr. Annette Flower Special Asst. to the President and Affirmative Action Officer Room 303 Administration Bldg. Towson State University Baltimore, Maryland 21204 321-2361
University of Baltimore	Reginald C. Thomas University of Baltimore 1420 N. Charles Street Baltimore, Maryland 21201 727-6350
University of Maryland	
Central Administration	Miss Patricia A. Day University Personnel Officer Room 245 Center for Adult Education University of Maryland College Park, Maryland 20742 454-4175
Baltimore City	Mr. Roy Borom Assistant to the Chancellor University of Maryland at Baltimore 525 W. Redwood Street Baltimore, Maryland 21201 528-7006
Baltimore County	Mike Fisher University of Maryland - Baltimore County 5401 Wilkens Avenue Baltimore, Maryland 21228 455-1000

TITLE IX COORDINATORS - Cont'd

Institution	Coordinator
University of Maryland (cont'd):	
Center for Environmental and Estuarine Studies	Dr. Peter E. Wagner University of Maryland/CEES P.O. Box 775 Cambridge, Maryland 21613 228-9250
College Park	Mrs. Yolande W. Ford Director, Human Relations Office University of Maryland College Park, Maryland 20742 454-4124
Cooperative Extension Service	Judith I. Bailey Human Relations Coordinator Cooperative Extension Service University of Maryland College Park, Maryland 20742 454-3743
University College	James R. Quimper Assistant to Chancellor University of Maryland University College University Boulevard & Adelphi Road College Park, Maryland 20742 454-4931
Eastern Shore	Miss Wilhelmina G. Douglas Human Relations Officer/ Special Assistant to the Chancellor University of Maryland, Eastern Shore Princess Anne, Maryland 21853 651-2200 Ext. 226
Wor-Wich Tech Community College	Dr. Arnold H. Maner Wor-Wich Tech Community College 1202 Old Ocean City Road Salisbury, Maryland 21801 749-8181

STATE BOARD FOR HIGHER EDUCATION - Affirmative Action Plan

INTRODUCTION

Several federal and state laws exist requiring nondiscrimination and affirmative action in employment practices. (See Appendix B) Nondiscrimination requires the elimination of all existing employment conditions which, purposefully or inadvertently, result in discrimination against any person because of race, sex, color, age, handicap, religion, national origin or political affiliation. Affirmative action requirements are intended to further employment opportunities for women and minorities. Affirmative action requires an employer to do more than ensure employment neutrality with regard to race, color or sex; affirmative action requires an employer to make additional efforts to recruit, employ and promote qualified members of groups who have been previously excluded, even though such exclusion cannot be traced to any particular discriminatory actions by the employer.

To ensure that an employer is drawing its employees from the largest pool of candidates available, affirmative action requires that an employer critically review employment practices to ensure that minorities and women are not excluded from appointment and advancement considerations because of inadvertent presuppositions which might adversely effect them. Nondiscrimination laws apply to all people, whether or not they are women or members of a minority group. The ultimate purpose of both concepts -- nondiscrimination and affirmative action -- is to ensure that people, regardless of what "group" they may belong to, are given fair and equitable consideration in employment decisions based on their abilities. This Affirmative Action Plan embodies these two concepts of nondiscrimination and affirmative action.

This Affirmative Action Plan was developed with the input of all levels of the State Board for Higher Education staff. It is recognized that this is not a static document; rather, to be effective, it requires continual evaluation. The effectiveness of this plan can only be measured by outcomes (e.g. the integration of women and minorities at all levels of staff, the frequency and resolution of different types of grievances, etc.); the plan will be maintained or modified depending on these measures of effectiveness.

The State Board for Higher Education recognizes the benefits that result from including qualified people of various cultural and social backgrounds in its staff, and the benefits of ensuring that all staff members are treated fairly and equitably, with employment decisions being made on the basis of merit. This plan, therefore, reflects the employment policy of the State Board for Higher Education.

AFFIRMATIVE ACTION GOALS

The goals for the Maryland State Board for Higher Education staff are established as projected levels of achievement based on the work force utilization analysis and the estimated rate of turnover in the staff. It is anticipated that the total number of staff positions will not be expanded in the next three years. The State Board for Higher Education will attempt to achieve the following goals over the next three years:

. maintain the level of representation of minorities in the composition of the staff at all levels

. ensure that appointment and promotional actions reflect the commitment of affirmative action and contribute to the integration of women at all levels of employment.

Also, in the next year, the Affirmative Action Advisory Committee will:

. investigate the opportunities available to all levels of employees to participate in training programs and other activities which would result in increased knowledge and skills and enhance the possibility of promotion; the Committee will report its findings to the Commissioner in November, 1977, along with recommendations for improving these opportunities.

. evaluate the effectiveness of the Affirmative Action Plan and, in a November report to the Commissioner and Deputy Commissioner, recommend any changes deemed appropriate which would better enable the State Board to accomplish its goals.

POLICY STATEMENT

The Maryland State Board for Higher Education recognizes its responsibility to achieve equal employment opportunities for its staff. Accordingly, the Board reaffirms its commitment to its policy on nondiscrimination and affirmative action by stating that:

> The Maryland State Board for Higher Education actively subscribes to a policy of equal employment opportunity and will not discriminate against any employee or applicant because of political or religious opinion or affiliation, race, color, sex, marital status, creed or national origin, age, or physical or mental handicap.

ADMINISTRATION OF THE AFFIRMATIVE ACTION PLAN

The responsibility for implementing the affirmative action program for the State Board of Higher Education staff resides with the Commissioner, Deputy Commissioner and the Directors of each functional area. This responsibility relates to the existing organizational structure as follows:

.. The State Board for Higher Education is responsible for establishing policy for its staff's affirmative action program.

.. The Commissioner is responsible to the Board for implementing the affirmative action program within the Board staff;

.. The Deputy Commissioner (as the Fair Practices Officer) is responsible to the Commissioner for ensuring that all employment policies, practices and decisions are made consistent with the objectives of the Affirmative Action Plan.

.. The Directors of each functional area are responsible to the Commissioner and Deputy Commissioner for ensuring that employees under their supervision are treated fairly in job assignments and promotional opportunities and for encouraging their employees to develop their skills and abilities.

Affirmative Action Advisory Committee

In addition to the Commissioner, Deputy Commissioner and Directors, the Affirmative Action Advisory Committee shall have special responsibilities. The Commissioner appoints the members of this committee annually from the staff such that at least one person is appointed from each of the three job categories of: the administrative council staff, the staff specialists, and the classified staff. The Committee should reflect the race and sex composition of the staff.

.. The Affirmative Action Advisory Committee shall advise the Commissioner, Deputy Commissioner, Directors and other staff members of problems related to nondiscrimination and affirmative action. It will annually review the implementation of the Administrative Procedures and the Grievance Procedures, and will report to the Commissioner and Deputy Commissioner progress made or changes or modifications that may be needed. This report will be submitted in November of each year.

.. The Affirmative Action Advisory Committee also serves special functions in the Grievance Procedures, first as an informal advisory body and second, as an investigative body. For the purposes of the Grievance Procedures (described in detail beginning page 9) the Committee membership will be determined as follows:

Step 1 (Informal Consultation): The two committee members from the classified staff and the staff specialists will be available for informal consultation with any employee who has a grievance.

Step 4 (Formal Appeal to the Affirmative Action Advisory Committee): The Commissioner will appoint two additional staff members to sit with the three regular committee members for the purpose of hearing grievances.

ADMINISTRATIVE PROCEDURES

A. Information Dissemination

1. A copy of the Employee's Guide and the SBHE Affirmative Action Plan will be given to each employee of the State Board for Higher Education.

2. The Deputy Commissioner will be responsible for distributing and explaining written policies of salary structure, employment benefits, opportunities for further education and training, compensatory time, overtime, other employment policies, and the affirmative action plan to employees and prospective employees in each functional area.

3. The statement of policy will appear in a prominant place in publications of the State Board, including employment application forms and recruitment advertisements.

B. Recruitment

1. General:

   a. All notices of vacant positions will carry the policy statement of the State Board.

   b. Advertisements of position vacancies and descriptions of positions will be reviewed by the Affirmative Action Advisory Committee to ensure that:

      - they accurately describe the vacant positions and are not written in a manner which might discourage minorities and women from applying for the positions (e.g., "he/she" will be used in place of the usual "he").

2. Classified Staff

All classified staff positions are filled from the eligibility lists provided by the State Department of Personnel within the State Merit System Laws.

3. Staff Specialist and Executive Positions

   a. All vacancies at the staff specialist and executive levels will be advertised in publications such as the Chronicle of Higher Education, the Afro-American, and the Central Placement Bureau Listing of Vacancies.

   b. Employees of the State Board will be notified of the vacancy.

   c. When a specialist or executive position is to be filled, the following documentation of good faith recruitment will be provided and retained on file for at least three years:

      1. copies of position vacancy notices and advertisements;

      2. copies of letters sent to persons and institutions seeking referrals of applicants for the position

      3. copies of replies received.

The above documentation will be made available to the Affirmative Action Advisory Committee for its annual evaluation of affirmative action progress.

C. Pre-Employment Inquiries

Pre-employment inquiries on the application forms and/or in interviews will not be made about the applicants':

. race, color, religion, national origin
  or political affiliation, or

. marital status

All pre-employment inquiries will be made equally of applicants regardless of race or sex, and will include only such information as deemed necessary to judge the individual's competence for performance of the particular job.

D. Job Structuring, Evaluation and Upward Mobility

1. The Deputy Commissioner and Directors, for their respective functional areas, will:

    a. review position descriptions to ensure that they accurately reflect the skills, abilities and reasonable qualifications required for the job;

    b. annually review and evaluate work performance with each employee.

2. The Deputy Commissioner and Directors will continually encourage and provide their staff with opportunities to develop their careers to the fullest extent.

3. The Affirmative Action Advisory Committee will conduct an investigation of training opportunities available to the staff specialists and classified staff. As a result of this investigation, recommendations will be made to the Commissioner and Deputy Commissioner on ways to increase the availability of and participation in training programs.

E. Salary Equity, Promotional Opportunities, Fringe Benefits

1. The Commissioner has the responsibility to ensure that no qualified employees are discriminated against, whether purposefully or inadvertently, in salary, promotional opportunities or benefits on the basis of sex, race, color, age, marital status, national origin, handicap, religion or political affiliation.

2. The Deputy Commissioner will make an annual evaluation of salary equity of all employees, including consideration of:

    a. current salary

    b. job classifications

    c. education and training

    d. experience

    e. length of service with the agency

The results of this study, including information on newly hired employees and changes in job classifications, will be made available to the Affirmative Action Advisory Committee for inclusion in the November annual report.

3. Within each job classification for full-time employees, all fringe benefits will be provided equitably to all employees. Fringe benefits include medical, hospital, accident, life insurance or retirement plans, and leave policies.

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GRIEVANCE PROCEDURES

All members of the Board staff are encouraged to seek and obtain answers to questions and problems related to their employment. Furthermore, all members of the staff have the right to have all questions answered related to the staff policies, rules and regulations and the right to prompt and equitable resolution of any employment complaint. The objective of the grievance procedure is to provide a channel for resolving employee grievances promptly and to correct inequitable conditions.

The following grievance procedures are available to full and part-time classified staff, staff specialists, to resolve problems on questions other than merit considerations. If an employee is dissatisfied with an employment decision that has been made solely on the basis of that employee's ability, he/she would use procedures established by the Deputy Commissioner. If any of the Directors have a grievance he/she shall speak directly to the Deputy Commissioner and if the Deputy Commissioner has a grievance, he/she shall speak directly with the Commissioner.

Grievances that can be raised under this grievance procedure can result from:

1. the failure or refusal to hire or promote, or the discharge of any individual, or any other action against an individual with respect to compensation, terms, or priviledges of employment;

2. the limitation, segregation or classification of employees in any way which would deprive or tend to deprive an individual of employment opportunities or adversely affect his or her status as an employee; or

3. the abuse, restraint, intimidation, harrassment, interference with, coercion, reprisal against or defamation of an employee

because of such individual's race, color, religion, political opinions or affiliation, age, sex, non-disabling handicap, national origin or other non-merit factors, except where sex, age or physical or mental condition are bonafide qualifications for employment.

An employee can request to be represented by a person(s) of her or his choosing at any step of the grievance procedure.

Also, an employee can withdraw the complaint at any step along the grievance procedure. If the complaint is withdrawn after Step 2 of the grievance procedure, the employee must certify on the Grievance Petition that the withdrawal was made without threat, intimidation, or harrassment. A copy of this certification will be forwarded to the Affirmative Action Advisory Committee.

A. Grievance Procedure Steps

The following steps should be taken to resolve a grievance based on suspected discrimination:

Step 1: Informal Consultation

a. An employee who has a grievance can first request an informal conference with the Affirmative Action Advisory Committee for advice on whether or not the grievance is based on considerations other than merit, and general advice on how to proceed. For purposes of this step in the grievance procedure, the Affirmative Action Advisory Committee consists of the two staff members appointed from the classified staff and staff specialists, and does not include a director.

Step 2: Informal Resolution

a. If, after consultation with the Affirmative Action Advisory Committee, the employee decides to seek resolution of the grievance, he or she should first arrange a meeting with the Director of his/her functional area to informally discuss the complaint. This meeting should take place as soon as possible but no later than three (3) working days from the time the employee requested the meeting.

b. Every effort should be made by the Director and employee to reach agreement on action necessary to resolve the grievance.

Step 3: Formal Notification to Deputy Commissioner

a. In the event that the grievance cannot be resolved within three (3) days by the Director and employee, one or both individuals involved can notify the Deputy Commissioner. This notification must be in writing, using the Grievance Petition provided by the Affirmative Action Advisory Committee (see Appendix D).

b. The Deputy Commissioner will arrange a meeting with the individuals involved as soon as possible, but no later than five (5) working days from receipt of notification.

c. Every effort should be made to reach agreement during the meeting; if agreement is reached, the Deputy Commissioner will summarize in writing the resolution, and forward the Grievance Petition and resolution to the Affirmative Action Advisory Committee for its files.

d. If an agreement cannot be reached in the meeting, the Deputy Commissioner will notify the individuals involved in writing of his/her resolution within five (5) days of the meeting. A copy of the Grievance Petition and the Deputy Commissioner's resolution will be forwarded to the Affirmative Action Advisory Committee's files.

Step 4: Formal Appeal to the Affirmative Action Advisory Committee

a. In the event that any party of the grievance cannot accept the Deputy Commissioner's resolution, the individual(s) involved can notify any member of the Affirmative Action Advisory Committee that they have a grievance. This notification should be in writing, using the Grievance Petition.

b. For the purposes of this step in the Grievance Procedure, the Affirmative Action Committee will consist of the three members appointed by the Commissioner to evaluate the implementation of the plan (see page 4) and two additional staff members appointed by the Commissioner to hear grievances.

c. Should any member of the Affirmative Action Advisory Committee have a direct role in the employee's grievance, she or he should immediately disqualify her/himself from participating on the Committee to hear this particular grievance. The member should notify the Commissioner in writing that he or she cannot participate on the Committee; the Commissioner will then appoint another employee from the same job category to sit with the Committee in this particular instance. An employee who feels that a Committee member should not hear his or her grievance because of conflict of interest, can also notify the Commissioner in writing that the member should be disqualified. The Commissioner should then appoint another employee to the committee.

d. The Committee will arrange a preliminary meeting to discuss the complaint. An employee can request that she/he first meet with the committee alone; this meeting, however, should be followed by a meeting with all individuals involved in the grievance. The first meeting should be held as soon as possible, but no later than five (5) working days from notification. During this preliminary meeting of all parties, the Affirmative Action Committee shall direct questions to all parties involved, and allow one party to respond to comments of the other. The Committee has the right to end the discussion at any time should this exchange become hostile or unproductive. A tape recording will be made of this preliminary meeting.

e. The Affirmative Action Advisory Committee shall investigate all facts surrounding the alleged discriminatory act. All personnel records, policies and other pertinent information shall be made available to the Committee. The Committee can also request information from all parties with knowledge of the grievance.

f. The Affirmative Action Advisory Committee has the option of calling a second meeting of the parties at any stage in the investigation; if such a meeting is called, the discussion will be taped.

g. Upon conclusion of the investigation, the Committee will issue a written finding of facts to the parties involved, along with recommendations for resolution of the dispute.

A copy of the findings and recommendations will be forwarded to the Commissioner and Deputy Commissioner, and a copy will be retained in the files of the Committee along with the information gathered and tape recordings of previous meetings with the parties.

Step 5: Consideration by the Commissioner

a. Upon receiving the recommendation of the Affirmative Action Advisory Committee, the Commissioner can:

(1) accept the recommendation;

(2) refer the grievance back to any level of the grievance procedure for reconsideration; or

(3) review the Committee's recommendation. This review can involve holding meetings with the parties involved, and requesting further testimony and documentation.

b. The Commissioner will notify all parties in writing of the action (from above) that he/she has taken. A copy will be retained in the Affirmative Action Committee's files.

B. Other Procedures

1. Classified employees who cannot accept the Commissioner's resolution can appeal to the Secretary of Personnel, as outlined in the Employee's Guide. Unclassified staff who have a grievance related to discrimination on the basis of race, sex, religion, age or national origin, or who have a grievance about employment procedures can also appeal to the Secretary of Personnel.

2. An employee or applicant for employment who feels he/she has been discriminated against because of race, color, religion, sex, age,, national origin, marital status, or mental or physical handicap (unrelated in nature and extent so as to reasonably preclude the performance of the employment) can file a grievance with the Maryland Commission on Human Relations, Metro Plaza, Mondawmin Mall, Suite 300, Baltimore, Maryland 21202, or the Equal Employment Opportunity Commission, 2401 E. Street NW, Washington, D. C., 20506, or the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D. C.

   Since there are specific time frames necessary for filing complaints, and since different offices have jurisdiction over different types of complaints, employees are encouraged to seek information from the Affirmative Action Advisory Committee on how and when to file a grievance with any external agency.

C. Confidentiality

During each step of the grievance procedure, the nature and substance of information gathered and discussed will remain confidential, and no party participating in the grievance shall disclose the results of the dispute. Upon resolution of the grievance, the findings and results may be made public upon approval of the Commissioner of such findings and results.

D. Record Keeping

The Affirmative Action Advisory Committee will maintain files on employee grievance actions. The Committee will include in its Annual Report to the Commissioner and Deputy Commissioner a summary of any grievance issues that have emerged over the past year, along with any appropriate recommendations for changes in Administrative Procedures which might alleviate any patterns of grievances.

APPENDIX A

CURRENT WORK FORCE EVALUATION

CURRENT WORKFORCE EVALUATION

Part of the affirmative action responsibility of employers is the periodic evaluation of the number of minorities and women being employed, and the types of positions they are working in. The affirmative action regulations also require that the race and sex composition of the current workforce be compared with the composition of the available labor pool.

If this comparison shows that fewer minority persons or women are employed than might be expected from the availability figures, affirmative action goals are to be established indicating the number of women and minority persons that, if added to the staff, would make the composition of the staff similar to the composition of the labor pool.

These goals are not to be considered as mandatory hiring quotas, but rather as indicators to the employer of how well the composition of the staff is representative of the population from which employees are being drawn. Percentage goals for an agency as small as the State Board for Higher Education should be viewed with some reservation and with the recognition that a shift in a small number of positions will result in a rather large percentage change in race and sex composition.

The State Board for Higher Education realizes that the effectiveness of its affirmative action program can most readily be evaluated by an analysis of how well minority persons and women are integrated in all levels of the staff. Therefore, the Board will annually evaluate the race and sex composition of the staff and the effectiveness of its recruitment, hiring and promotional practices in order to ensure that equal employment opportunity is a reality.

A. Job Categories of SBHE

For the purpose of a work force evaluation, the SBHE staff is divided into three (3) categories: Executive, Administrative Personnel; Staff Specialists; and Classified Staff.

1. Executive, Administrative Personnel

This category includes staff primarily responsible for the management of the agency or functional area within the agency. Assignments require the performance of work related directly to policy formulation or general business operations of the agency. It is assumed that assignments in this category regularly require the incumbent to exercise discretionary judgment and to direct the work of others. Persons in this category have positions in which they exercise overall responsibility for the execution of policies and direct individual functional areas.

The current title classifications for the State Board included in this category are:

Commissioner

Deputy Commissioner

Director

2. Staff Specialists

This category includes those persons whose duties and responsibilities require specialized and theoretical knowledge which is usually acquired through college training and through work experience.

The current title classifications for the State Board included in this category are:

Administrative Officer III

Administrator III

Administrator of Title I

Associate Staff Specialist

Staff Specialist I

Staff Specialist II

Research Analyst V

3. Classified Staff

This category included personnel who prepare the internal and external communications, record and retrieve data, prepare budget requests, process the payroll and billings, maintain the library and process mail. The current title classifications for the State Board included in this category are:

Fiscal Associate I

Office Secretary I

Office Secretary II

Office Secretary III

Typist-Clerk IV

Statistical Assistant I

Librarian

Clerical Aid

APPENDIX B

LAWS RELATED TO NONDISCRIMINATION AND AFFIRMATIVE ACTION

LAWS RELATED TO NONDISCRIMINATION
AND AFFIRMATIVE ACTION

I. Federal Laws

A. Title VI of the Civil Rights Act of 1964

Title VI states, in part:

> "No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Title VI applies mainly to participants in programs, but can apply to employment practices if 1) the primary purpose of the Federal assistance is to provide employment or to train participants for employment (e.g., work-study programs) or 2) if discrimination in employment practices tends to exclude affected individuals from participation in the program, to deny them benefits of the program or subjects them to discriminatory treatment.

Title VI regulations requires remedial action to overcome effects of past discrimination, and allows voluntary affirmative action to overcome the effect of conditions which resulted in limited participation of a particular race, color, national origin, even though no discriminatory intent can be shown.

B. Title VII of the Civil Rights Act of 1964 (as amended by the Equal Employment Opportunity Act of 1972).

Title VII prohibits discrimination because of race, color, religion, sex or national origin, in any term, condition or privilege of employment. The Equal Employment Opportunity Act of 1972 expanded the jurisdiction of the enforcement agency (the Equal Employment Opportunity Commission) and strengthened its powers. Title VII, as amended, covers: all private employers of 15 or more persons, all public and private educational institutions, State and local governments, public and private employment agencies, labor unions with 15 or more members, joint labor-management committees for apprenticeship and training.

Affirmative action has consistently been required by courts to remedy past discrimination under Title VII.

C. Executive Order 11246 (as amended by Executive Order 11375); Revised Order No. 4

This Order, issued by the President in 1965, requires Affirmative Action Programs by all Federal contractors and subcontractors; employers with contracts over $50,000 and with 50 or more employers are required to develop and implement written Affirmative Action Plans. (The Department of Labor has recently proposed regulations which would change these amounts to $100,000 and more than 100 employees). Specific requirements for these plans are spelled out in Revised Order No. 4, issued by the Office of Federal Contract Compliance, U. S. Department of Labor. These requirements include identifying areas of minority and female "underutilization", establishing numerical hiring and promotional goals and other actions to increase minority and female employment in job categories where they presently have low rates of participation.

D. Equal Pay Act of 1963 (as Amended by Title IX of the Educational Amendments of 1972)

This act, as amended, requires employers to provide equal pay for men and women performing similar work. Title IX amended the 1963 law to cover executive, administrative and professional employees, including faculty.

E. The Age Discrimination in Employment Act of 1967

This act prohibits employers of 25 or more persons from discriminating against persons of ages 40 through 65 in any area of employment because of age.

F. Title IX of the Education Amendments Act of 1972

Title IX prohibits discrimination on the basis of sex against employees or students of any educational institution or agency receiving Federal funds. The provisions covering students are similar to Title VI of the Civil Rights Act of 1964.

Title IX requires remedial action to be taken in cases where an institution has been found to have discriminated on the basis of sex in educational programs and activities; it allows affirmative action to be taken, in absence of a finding of discrimination, to overcome the effects of conditions which resulted in limited participation by persons of a particular sex.

G. The Rehabilitation Act of 1973 (Section 504)

Section 504 prohibits discrimination on the basis of physical or mental handicap in federally assisted programs and activities, if the handicapped participant is qualified to participate in spite of the handicap. Regulations have been proposed for the implementation of this law by the enforcing agency (HEW). These proposed regulations are largely patterned after those of Title IX (under F above) and Title VI (under A above). This law applies to employees and participants in federally assisted programs.

Remedial action can be required under this law if discrimination actions have been found; affirmative action is allowed to overcome the effects of conditions which resulted in the limited participation in the program or activity by qualified handicapped persons.

II. State Laws

A. Governor's Code of Fair Practices, December 1970; amended July 9, 1976 (effective November 1, 1976)

This Executive Order prohibits discrimination in employment practices based on political or religious opinion or affiliation, marital status, race, color, creed, national origin, sex, physical or mental handicap, or age, except where sex, handicap or age involves a bona fide job requirement. Each agency within the Executive Branch of State government must prepare an annual affirmative action plan. Rules, regulations and guidelines for the affirmative action programs are to be promulgated and enforced by the Department of Personnel. An annual report is to be submitted to the Governor by January 1st of each year of all activities undertaken in the past year to effectuate the Code of Fair Practices.

B. State Merit System Law; Article 64A of the Annotated Code of Maryland.

The State Merit System Law was designed to provide candidates for appointment to classified service based on fitness for the job rather than political or religious opinions or affiliations, or any other standard except business efficiency. Rules for appointment, promotion, etc., are provided for classified employees.

C. Human Relations Commission; Article 49B of the Annotated Code of Maryland.

This law declares the employment policy of the State of Maryland to ensure all persons equal opportunity in employment regardless of race, color, religion, ancestry or national origin, sex, age, marital status, or physical or mental handicap. The law established the Human Relations Commission, which can investigate complaints of discrimination in the areas of public accomodation, housing and employment, attempt to reach agreement to eliminate any discriminatory practice, issue cease and desist orders, or institute litigation in an appropriate court should the parties involved fail to comply with the Commission's finding.

APPENDIX C

Grievance Petition

This form should be used when filing a formal grievance based on discrimination in employment conditions.

GRIEVANCE PETITION

K-27

1. Name of Person(s) filing grievance: ______________________________

2. Name of Person(s) against whom the grievance is addressed:

____

3. Date (or approximate date of the alleged discriminatory act: ______________

4. Is this grievance based on alleged discrimination because of your:

race?	yes ☐ no ☐		national origin?	yes ☐ no ☐
sex?	yes ☐ no ☐		handicap?	yes ☐ no ☐
religion?	yes ☐ no ☐		political affiliation or opinion?	yes ☐ no ☐
color?	yes ☐ no ☐			
age?	yes ☐ no ☐		or other non-merit factors? (please specify: ______________ ______________)	yes ☐ no ☐

5. Have prior steps been taken to resolve the grievance through:

informal discussion with Director (or Deputy Commissioner)?

yes ☐ no ☐ Date: ______________

formal petition filed with Deputy Commissioner?

yes ☐ no ☐ Date: ______________

or by other means? (please specify: yes ☐ no ☐ Date: ______________

____

____

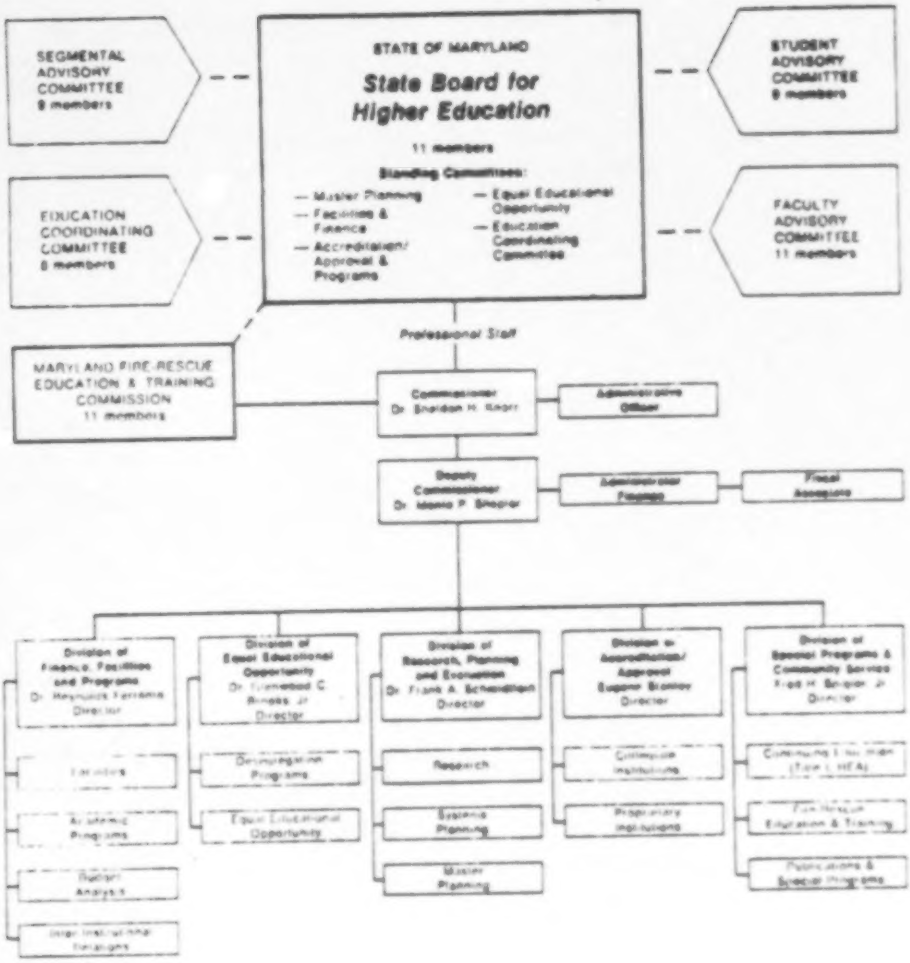
6. Describe the nature and details of the grievance, being as specific as possible (attach paper if more room is needed):

7. Describe the resolution that you seek:

Signature: ______________________________ Date: ______________

APPENDIX D

ADMINISTRATIVE STRUCTURE OF THE STATE BOARD FOR HIGHER EDUCATION


SEGMENTAL ADVISORY COMMITTEE
9 members
EDUCATION COORDINATING COMMITTEE
8 members
STATE OF MARYLAND
State Board for Higher Education
11 members
Standing Committees:
— Master Planning
— Facilities & Finance
— Accreditation/ Approval & Programs
— Equal Educational Opportunity
— Education Coordinating Committee
STUDENT ADVISORY COMMITTEE
9 members
FACULTY ADVISORY COMMITTEE
11 members
Professional Staff
MARYLAND FIRE-RESCUE EDUCATION & TRAINING COMMISSION
11 members
Commissioner
Dr. Sheldon H. Knorr
Administrative Officer
Deputy Commissioner
Fiscal Accounts
Division of Finance, Facilities and Programs
Dr. Reynolds Ferrante
Director
Division of Equal Educational Opportunity
Director
Division of Research, Planning and Evaluation
Dr. Frank A. Schmidtlein
Director
Division of Accreditation/ Approval
Eugene Stanley
Director
Division of Special Programs & Community Service
Fred H. Spigler, Jr.
Director
Facilities
Academic Programs
Budget Analysis
Inter-Institutional Relations
Desegregation Programs
Equal Educational Opportunity
Research
Master Planning
Collegiate Institutions
Proprietary Institutions
Continuing Education (Title I, HEA)
Fire-Rescue Education & Training
Publications & Special Programs

APPENDIX L-1

SBHE

STATE BOARD
FOR HIGHER
EDUCATION

BOARD MEMBERS
[illegible]
[illegible] P. Chaffinch
[illegible] B. Cox
[illegible]
[illegible] H. Kline
[illegible]
[illegible]
[illegible]
[illegible] M.D.
[illegible]

COMMISSIONER
[illegible] Knorr

February 22, 1977

MEMORANDUM

TO: Mr. Edmund C. Mester, Executive Director
Board of Trustees of the State Universities and Colleges

Dr. Brent Johnson, Executive Director
Maryland State Board for Community Colleges

Dr. Wilson H. Elkins, President
University of Maryland

Dr. Andrew Billingsley, President
Morgan State University

Dr. J. Renwick Jackson, Jr., President
St. Mary's College of Maryland

FROM: Sheldon H. Knorr
Commissioner

SUBJECT: An Assessment of the Submitted Desegregation Impact Statement for Proposed New Academic Degree Programs

My purpose for writing you is to bring to your attention the impressions which the Equal Educational Opportunity staff and I have regarding the information submitted on the Desegregation Impact Statements for Proposed New Degree Academic Programs for the Fall 1977 cycle. An assessment appears in order because we are completing our first cycle using the revised desegregation impact statement procedure. It is our hope that this assessment of the information supplied may be useful to you in preparing more complete and definitive information in future desegregation impact statements. Also, I want to reacquaint you with the development of the desegregation impact statement and its importance for the implementation of the State's desegregation plan.

Annapolis, Maryland

Development of Desegregation Impact Statement Procedures

For the 1975 proposed program cycle the staff with responsibilities for coordination of desegregation activities at the Statewide level reviewed proposed academic programs. The criteria for the review were reported in the First Annual Desegregation Status Report. For the 1976 proposed program cycle the staff of the then Maryland Council for Higher Education developed a revised desegregation impact statement review. Several proposed programs were under review during the period of development of the revised desegregation impact procedure; therefore the revised desegregation impact procedure was used at the option of the institutions. For the 1977 proposed program cycle the revised desegregation impact procedure was a requirement for the submission of all proposals for new academic degree programs.

Justification for Proposed New Academic Degree Program (Item 7 of the Impact Statement)

With few exceptions the justification for the proposed program overlapped with the justification for attracting other-race students in general to an institution. That is, the predominantly white and black institutions responded in tone, "it is our policy to enroll all students regardless of color, race, creed, sex, national origin", "we welcome minority students", "it is our policy not to discriminate against minority students", "in keeping with our policy...", etc. The justification for a proposed academic program and its expected impact on an institution must include data specific to the proposed program whenever possible. The Committee (membership list is attached) which developed the impact statement procedure feels that although the expected impact of a proposed program could be more readily determined for the institution as a whole, nevertheless feels that the expected impact must relate to the proposed program in question.

The Division of Equal Educational Opportunity of the State Board for Higher Education does recommend that the desegregation impact statements received for the Fall 1977 proposed program cycle be accepted but does feel, too, that future desegregation impact statements must provide stronger justification for acceptance.

Special Efforts Regarding Other-Race Students (Item 9 of the Impact Statement)

The institutions provided reasonable detailed information regarding special efforts to be taken to attract other-race students to proposed programs. Generally the institutions cited institution-wide agencies as having the responsibilities of recruiting other-race students and of handling the distribution of financial aids. Several institutions have indicated specific activities of faculty recruiting and attracting other-race students. You are no doubt aware that minority students tend to pursue majors in those areas where employment opportunities have existed for some time. Special attention, therefore, needs to be given to apprising minority students of new opportunities available to them.

Desegregation Impact Statement Procedures

The impact statement procedure has been designed for the purpose of simultaneous review of program proposals by the Division of Finance, Facilities and Programs and by the Division of Equal Educational Opportunity of the State Board for Higher Education. It is conceivable that the Office for Civil Rights of the Department of Health, Education, and Welfare could require the State Board for Higher Education to submit impact statements for its review. The impact statements therefore should be self contained documents without references to "see" attachments or appendices. Signatures of the chief executive officer, chief academic officer, and the desegregation coordinator or equal educational opportunity/affirmative action officer (or equivalent) consulted should be included. The purpose of the signature of the desegregation coordinator is to insure the involvement of such persons who have responsibility for the coordination of the implementation of institutional desegregation plans to participate in the development of academic program proposals.

I hope you find the above information supportive in your efforts to prepare desegregation impact statements and should you have any questions, please call Glenwood C. Brooks, Jr.

SHK:GCB:mr

Enclosure

MEMBERSHIP LIST

Mr. Andre M. Karns, Board of Trustees of the State Universities and Colleges

Mr. Edward A. Burnap, Jr., Board of Trustees of the State Universities and Colleges

Dr. Joseph Brandon, Board of Trustees of the State Universities and Colleges

Dr. R. Lee Hornbake, University of Maryland

Mr. Robert F. Kendig, University of Maryland-College Park

Ms. Yolande W. Ford, University of Maryland-College Park

Dr. Mathew J. Green, Jr., University of Maryland-College Park

Mr. Mike Fisher, University of Maryland-Baltimore County

Mr. Lynwood P. Jenkins, Morgan State University

Mr. Jack McJunkin, St. Mary's College of Maryland

Dr. Stephen D. Millman, State Board for Community Colleges

Dr. Emory C. Harrison, Jr., State Board for Community Colleges

Dr. Horace A. Judson, Morgan State University

Dr. Robert K. Williams, Morgan State University

Maryland Council for Higher Education

IMPACT OF A PROPOSED NEW ACADEMIC DEGREE PROGRAM ON PUBLIC POSTSECONDARY EDUCATION IN MARYLAND

Background

The Office for Civil Rights has requested Maryland to prepare desegregation impact statements for all proposed new academic degree programs. Consequently, the public postsecondary education institutions are required to list and explain activities undertaken with regard to any proposed new degree program, which ideally will result in a positive impact or, at least, no negative impact on the State's desegregation efforts.

The State reserves the right of program approval authority. However, the Impact Statements will be made available to the Office for Civil Rights on request, once the Council has taken action on the academic program proposal.

Procedures

The Council suggests that the desegregation impact statements for proposed new academic degree programs be prepared in conjunction with ~~the preparation of~~ the program proposals themselves, and then forwarded to the Council via the segment boards. If the program proposal involves a new facility or addition or major alteration to an existing facility, the Council suggests that desegregation impact statements for both the proposed new program and the facilities change be coordinated by the institution to avoid duplicative effort. Some of the requested information will be more appropriately provided in the desegregation impact statement for the academic program proposal than for the facilities change.

Although coordination of the preparation of the desegregation impact statements for new academic degree program proposals may be assigned to, for example, the academic dean, the Council suggests that the institutions and segment boards establish a procedure whereby faculty, administrators, desegregation coordinators, students and others concerned, are given the opportunity to contribute necessary information within their area of responsibility.

If this program proposal is a resubmission from previous year and a desegregation impact statement was provided to MCHE, refer MCHE to that proposal and impact statement; you need only update information as appropriate, e.g., student enrollment, etc.

The questions in the attached form are intended to address factors and criteria which could impact on the State's desegregation efforts e.g., duplication of program or facility, appeal of program to other-race students, etc. However, in some cases the questions asked may not be applicable to the program being proposed. Where this is the case, so indicate and briefly explain the non-applicability.

DESEGREGATION IMPACT STATEMENT

FOR PROPOSED NEW ACADEMIC DEGREE PROGRAM

Date: ______________

Institution and Campus: ______________________________

Chief Executive Officer: ______________________________
(signature)

Chief Academic Officer: ______________________________
(signature) Title or Position

Desegregation Coordinator or Equal Opportunity/Affirmative Action Officer (or equivalent) Consulted: ______________________________
(signature)

1. Type or new academic degree program (check one)

   a. ________ New program requiring no facility change

   b. ________ New program requiring new facility*

   c. ________ New program requiring alteration or addition to facility.*

2. Proposed new program title: ______________________________

   HEGIS CODE #: ______________________________

3. Describe program as it might appear in institution's catalog.

4. Desired date of proposed program's implementation: ______________ ______________

*Note: IF NEW FACILITY OR ALTERATION TO EXISTING FACILITY IS REQUIRED FOR THE PROGRAM, E.G. CAPITAL COST, YOU MAY REFER MCHE TO DESEGREGATION IMPACT STATEMENT FOR THE FACILITIES PROPOSAL. INDICATE PAGE #(S) PLEASE.

5. If the program being proposed is a joint effort with another or several other institutions, provide names of the cooperating institutions(s) and describe participation.

6. Has the proposed program been approved/included in the institution's Master Plan?

   ______ Yes ______ No

7. Justification for Proposed New Academic Degree Program:

   a. Provide data and source of data which suggests a need for the program. Cite national, State, regional and local data and sources for justification. Such data might include an under-supply of personnel for a particular job market, or a national priority to develop special skills, and talents; or locally, support of changes in academic program as determined from FTE enrollments and qualitative changes in the academic discipline.

   b. Would the program result in or create an identity for the institution, making it particularly attractive to other-race* students? For example, does the program represent a major change in the institution's present academic direction, or is it a continuing expansion of program offerings following the present direction?

8. Duplication of Program:

   a. Report name of area institution(s) which offer similar program

   b. If program is duplicative of area institution's program, report evidence of student demand for program at your campus.

   c. If program is duplicative of area institution's program, describe service area of your campus and degree or overlap in service area.

   d. If program is duplicative of area institution's program, describe briefly the mission of your institution and indicate the similarity or dissimilarity with area institution whose program is being duplicated.

---

*"Other-race" refers to the non-predominant race(s) among the student body.

9. Special efforts regarding other-race students:

a. Describe any special recruitment efforts planned to recruit other-race student enrollment in the program.

b. Would other-race students wishing to enroll in this program have any special financial assistance available to them, other than those regularly available at the institution?

c. Describe any steps which may be taken to insure reasonable retention rates and academic performance on the part of other-race students (e.g., academic support services, counseling, tutorial help, etc.)

---

10. TO BE CONTINUED BY SEGMENT OR GOVERNING BOARD

This Desegregation Impact Statement for a Proposed New Academic Degree Program

has been reviewed by: ____________________
(Segment Representative)

____
(date)

IMPACT OF CHANGES IN FACILITIES ON DESEGREGATION AT PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN MARYLAND

Background

The Office for Civil Rights requires the State to prepare desegregation impact statements for capital budget requests for a change in institutional facilities, whether new construction, major alteration or closing. (See attached appendix for applicable and non-applicable facilities changes). A proposed new academic program may necessitate an accompanying facilities change for new construction. An existing academic program may necessitate an accompanying facilities or alteration of an existing facility. In any event, an impact statement is required for a capital budget request for a change in facilities, in accordance with the objectives of the State's Desegregation Plan.

An impact statement is also required for capital budget requests involving changes in facilities of the non-academic program type, e.g., parking lot, office or maintenance building, etc. Justification required for changes in facilities for non-academic programs is different from that required for academic programs.

Procedures

The segment boards are responsible for coordinating the impact statements for changes in facilities and should forward these, along with the facilities proposal, to MCHE for its review and recommendation. The State Board for Community Colleges is responsible for forwarding impact statements for changes in facilities on a continuing basis. The Board of Trustees of the State Colleges, the University of Maryland, Morgan State University and St. Mary's College of Maryland are responsible for forwarding impact statements to MCHE with each proposed capital project at the same time capital budget requests are submitted annually. Forms for the impact statements are provided herewith.

Although coordination of the preparation of the facilities change impact statement may be assigned to the person at the institution who is responsible for preparing capital projects and budgets, the Council suggests that the institutions and segment boards establish a procedure whereby faculty, administrators, desegregation coordinators, students and others concerned are given the opportunity to contribute necessary information within their area of responsibility.

If the facilities change proposal is to serve a proposed new academic degree program, the Council suggests that proposals for both the facilities change and the new academic degree program be coordinated by the institution to avoid duplicative effort. Some of the requested information will be more appropriately provided in the desegregation impact statement for the academic program proposal than for the facilities change. However, if the facilities change is intended to serve an existing academic program, please complete the facilities change impact statement.

A desegregation impact statement for a new building need be submitted one time only, preferably with the preliminary planning request for the project. Therefore, unless a significant change occurs in the original project, an impact statement would not be required for subsequent stages of the same project, i.e., the detailed planning request, the construction request, and the equipment request.

If this proposal is a resubmission from previous year and a desegregation impact statement was provided to MCHE, refer MCHE to that proposal and impact statement; you need only update information as appropriate, i.e., student enrollment, etc.

The questions in the attached form are intended to address factors and criteria which could impact on the State's desegregation efforts, e.g., academic program offerings, duplication of facility or program, priorities, racial compositions, etc. However, in some cases the questions asked (or an entire section) may not be applicable to the facility being proposed. Where this is the case, so indicate and briefly explain the non-applicability.

It is recognized also that a proposed facility may be multi-purpose, intended to serve several activities such as Instruction/Research/Student Services. A determination should be made of the primary purpose of the facility, e.g., academic support, instruction, organized research, community service, institutional support or independent operations. This determination will assist in responding to certain questions such as duplication. For definitions and descriptions of the foregoing, consult the USOE "Facilities Inventory and Classification Manual, 1973" or a similar manual published by MCHE "Higher Education Facilities Classification and Inventory Procedures Manual, Revised June 1973."

If there is any doubt regarding necessity of an impact statement, primary purpose when a multi-purpose facility is involved, or whether certain questions are applicable, the institution should consult its respective board or the MCHE staff.

MCHE FORM: IMPACT/FACILITIES

DESEGREGATION IMPACT STATEMENT
FOR CHANGE IN INSTITUTIONAL FACILITIES

Date: ____________________

Institution and Campus: ____

Chief Executive Officer: ____
(signature)

Person(s) Who Prepared Impact Statement: ____
(signature) Title or Position

____

Desegregation Coordinator or Equal Opportunity/Affirmative Action Officer (or equivalent) Consulted: ____
(signature)

1. Type of proposed change in facilities (check one)

   a. ____ new academic program requiring new facility

   b. ____ new academic program requiring alteration of facility

   c. ____ existing academic program requiring new facility

   d. ____ existing academic program requiring alteration of facility

   e. ____ non-academic program requiring new facility

   f. ____ non-academic program requiring alteration of facility

   g. ____ other (describe)

2. Facility change (indicate project name) ________________________________

3. Estimated date of construction commencement ________________________________

4. Estimated total project cost $__________ State Share $ __________________

5. Brief description of proposed facility or alteration. (If provided elsewhere in project proposal, i.e., Department of State Planning Annual Capital Budget Project Request/DSP Form A, please attach copy of appropriate pages)

*NOTE: If a multi-campus institution, provide information requested herein only for the campus requesting the facilities change.

MARYLAND COUNCIL FOR HIGHER EDUCATION

APPENDIX TO PROCEDURES

TYPES OF FACILITIES FOR WHICH DESEGREGATION IMPACT STATEMENTS ARE OR ARE NOT REQUIRED

ARE REQUIRED

1. Desegregation impact statements are required for all capital projects funded either wholly or in part from State sources as follows, except as noted later herein:

    a. Four year college and university capital projects submitted annually in accordance with Department of State Planning "Instructions for the Preparation and Submission of Capital Project Requests."

    b. Community and regional college capital project requests submitted to the Board of Public Works in accordance with: "General Public Junior or Community College or Regional College Construction Procedures in the State of Maryland."

2. Capital projects regardless of funding source for which desegregation impact statements are required include:

    a. New buildings (Impact statement need be submitted one time only, preferably with preliminary planning request, unless a significant alteration to the original project occurs).

    b. Additions or major improvement to, or alterations of an existing facility which will extend its life or increase its usefulness.

    c. Outdoor athletic facilities including fields, courts, tracks, stadiums, etc.

    d. Parking facilities and major site development which will improve the attractiveness and image of the institution.

    e. Demolition of existing buildings.

NOT REQUIRED

Capital Projects for which desegregation impact statements are not required:

a. Projects costing $50,000 or less.
b. Projects for installation, extension or replacement of utilities, roads, drainage, communication, fire protection and similar physical plant systems.
c. Power plant, service, storage, and similar supporting buildings.
d. Projects for equipment and furnishings for buildings.
e. Projects funded from the operating budget of an institution.

6. Justification for Proposed Facilities Change:
(If the facilities change is to serve a proposed new academic degree program, you may refer MCHE to desegregation impact statement in the academic program proposal. Indicate page # please.)

a. Cite data and source of data which suggests evidence of a need for the academic program including national, regional, State, Local and institutional sources. Such data might include an undersupply of personnel for a particular job market, or a national priority to develop special skills and talents; or locally, support of changes in academic programs as determined from FTE enrollments and qualitative changes in the academic discipline. Also provide data on institutional and community resources, e.g., degree of faculty expertise, student interest and community support, etc.

b. Would the facility change result in or create an identity for the institution or program, making it particularly attractive to other-race* students? If yes, explain

c. If project will have an impact on student enrollment, report total current enrollment headcount by race:

#Black ________ #White ________ #Other ________

Estimate change in enrollment headcount by race as a result of project's completion:

#Black ________ #White ________ #Other ________

*"Other-race" refers to the non-predominant race(s) among the student body.

7. Facility Duplication:

Report name of area institution(s) and type which has similar facility to one being proposed and justification for duplication. (If the facility duplication is to serve a proposed new academic degree program, you may refer MCHE to desegregation impact statement in the academic program proposal. Indicate page # please.)

8. Facility Need:

Assessment of need for this capital budget request, i.e., facts which indicate a facilities DEFICIENCY -- condition, age, capacity of present building(s), increased student enrollment, increased number of employees, etc.

. Project Priority:

a. Indicate current institutional priority for this project in relation to other capital budget projects for which institution has submitted or is submitting a proposal to segment or governing board:

PRIORITY # __________ TOTAL CURRENT PRIORITIZED PROJECTS ____________

b. If this project is a re-submission from previous year, indicate any change in institutional priority.

CHANGE FROM PRIORITY # __________ YEAR __________

10. NON-RESIDENTIAL Space Evaluation:

a. Existing net assignable sq. ft. (NASF) ______________________________*

b. NASF (est.) for which design or construction funds have been appropriated:

____

Estimate date of completion ____________________

c. Sub-total of "a" plus "b" ______________________________

d. NASF/FTDE ("c" — FTDE) ______________________________

e. NASF (est.) in proposed facility ______________________________
(If project is simply a renovation, response is "no change")

f. NASF/FTDE upon completion of proposed facility ____________________

Estimated date of completion ____________________

g. Long-range (Master Plan) projection for campus:

FTDE ____________ TARGET YEAR ____________

11. RESIDENTIAL Space Evaluation (Design Capacity):

(Institution-owned or operated dorms, apts and houses)

a. Existing student capacity ______________________________

b. Capacity of student residential space for which design or construction funds have been appropriated ____________________

Estimated date of completion ____________

c. Sub-total of "a" plus "b" ______________________________

d. Student capacity of proposed facility ______________________________
(If project is simply a renovation, response is "no change")

e. Total student capacity upon completion of proposed facility (total of "c" and "d" ______________________________

f. Long-range (Master Plan) projection for campus:

STUDENT CAPACITY ____________ TARGET YEAR ____________

*Should correspond to line 60 or part B of the HEGIS 2300.7 form

TO BE COMPLETED BY SEGMENT OR GOVERNING BOARD

1. Indicate current segment priority for this project.

SEGMENT PRIORITY # ______________ TOTAL # CURRENT PROJECTS ______________

2. If this project is a resubmission from previous year, indicate any change in segment priority.

CHANGED FROM PRIORITY # ______________ YEAR ______________

This Desegregation Impact Statement for Facilities Change has been reviewed by:

____
(Segment Representative)

PROPOSED PROGRAMS FOR JANUARY 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	IT IS RECOMMENDED:	BRIEF SUMMARY OF KEY FACTORS IN ANALYSIS
Allegany Community College Radiologic Technology A. A. Endorsed by State Board for Community Colleges, June 1976.	That the Maryland State Board for Higher Education approve the A. A. program in Radiologic Technology at Allegany Community College, to be implemented in January, 1977.	1. The proposed program will train needed X-ray technicians for the western Maryland region. 2. The need in Allegany County, as well as in neighboring areas of West Virginia (Romney and Keyser) and Pennsylvania (Bedford and Myersdale) has been identified. 3. Work experience in four extensive clinical internship courses is required. 4. Graduates should be adequately trained to qualify for a certifying examination developed by the American Registry of Radiologic Technologists. 5. The program will operate clinically through Sacred Heart Hospital in Cumberland, where the practica portions of Allegany Community College's programs in Nursing, Mental Health and Medical Laboratory are currently taking place. 6. No new facilities will be necessary; certain minor renovations and improvements to existing facilities are forseen. During the first five years of the program two new faculty members will have to be hired. 7. Other similar programs in Maryland are at: Essex, Hagerstown, Montgomery-Takoma Park and Prince George's. 8. The SBHE Desegregation Impact Statement accompanied the original proposal.

APPENDIX M-1

PROPOSED PROGRAMS FOR JANUARY 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	IT IS RECOMMENDED:	BRIEF SUMMARY OF KEY FACTORS IN ANALYSIS
Howard Community College PLANT SCIENCE Certificate Endorsed by State Board for Community Colleges, June 1976	That the Maryland State Board for Higher Education approve the Certificate program in Plant Science at Howard Community College, to be implemented in January, 1977.	The objectives of this certificate program are: To give basic preparation for high skilled or mid-management level positions in nurseries, landscaping firms and retail horticulture outlets for products and services; to serve the entry level needs of new employees, the upgrading needs of present employees and needs of persons desiring self-employment; to provide basic fundamentals in plant science and some in-depth training to several specialties within the broad field. 2. Required courses total 32-35 semester hours. 3. A practicum, Related Field Experience is required. 4. A regional need for persons trained in this field has been established. 5. Anticipated needs for new faculty positions: .25 in first year .5 in second; .75 each in third and fourth years. 6. Additional facilities: during the second year of operation a "very modest" greenhouse would be desirable. 7. Examples of job titles: Landscape Contractor; Garden Center Manager; Greenhouse Manage Landscape Foreman; Plant Specialist; Pot Plant Grower Golf Course Maintenance Man; Salesperson 8. The SBHE Desegregation Impact Statement accompanied the original proposal.

PROPOSED PROGRAMS FOR JANUARY 1977 IMPLEMENTATION

<table>
<tr><th>INSTITUTION, PROGRAM AND DEGREE</th><th>IT IS RECOMMENDED:</th><th>BRIEF SUMMARY OF KEY FACTORS IN ANALYSIS</th></tr>
<tr>
<td>Prince George's Community College
Real Estate Program
A. A. and Certificate
Endorsed by State Board for Community Colleges, June, 1976</td>
<td>That the Maryland State Board for Higher Education approve the A.A. and Certificate program in Real Estate at Prince George's Community College, to be implemented in January, 1977.</td>
<td>
1. The courses of this program provide the qualifying background for those who wish to pursue a career in the Real Estate field.
2. Both the A. A. and Certificate programs were developed for persons who will act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing or leasing of real estate.
3. The college estimates local and state employment opportunities to be very good in Real Estate and allied fields.
4. Examples of job titles are:
<table>
<tr><td>Real Estate Salesman</td><td>Real Estate Sales Manager</td><td>Real Estate Mgr</td></tr>
<tr><td>Real Estate Broker</td><td>Manager, Apartment House</td><td>Real Estate Loan Officer</td></tr>
<tr><td>Real Estate Appraiser</td><td>Purchases & Sales</td><td></td></tr>
</table>
5. No special new equipment is needed; no new or renovated facilities are required.
6. The College estimates that it will need the following addition faculty:
<table>
<tr><th colspan="5">Year</th></tr>
<tr><th>First</th><th>Second</th><th>Third</th><th>Fourth</th><th>Fifth</th></tr>
<tr><td>1 FT 2 PT</td><td>1 Ft 3 PT</td><td>2 FT 2 PT</td><td>2 FT 2 PT</td><td>2 FT 2 PT</td></tr>
</table>
7. Similar programs are now at: Charles, Chesapeake, Dundalk and Frederick(Certificate only).
8. The SBHE Desegregation Impact Statement accompanied the original proposal.
</td>
</tr>
</table>

PROPOSED PROGRAMS FOR JANUARY 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	IT IS RECOMMENDED:	BRIEF SUMMARY OF KEY FACTORS IN ANALYSIS
Frostburg State College COUNSELING PSYCHOLOGY M.S. Recommended by Board of Trustees of the Maryland State Universities and Colleges, July 1976 .	That the Maryland State Board for Higher Education approve the M. S. program in Counseling Psychology at Frostburg State College, to be implemented in January, 1977.	1. This proposed program is designed for individuals interested in developing professional skills associated with counseling or helping settings such as mental health clinics, counseling centers, and human service agencies. 2. One of the primary needs for the proposed program is to provide an opportunity at the graduate level for those students who heretofore had been admitted to the M.Ed. program in Guidance and Counseling but who wish to develop professional skills in other than a school situation. 3. The needs for a Master of Science Degree in Counseling Psychology lie in three general areas: (1) National trends in education and job markets, which are also reflected at the state level; (2) Regional needs for the tri-state area served by Frostburg State College and needs of employers seeking applicants from this College; and (3) Needs of students who apply to Frostburg State College and students served by the College, and perceived needs by the College itself. 4. The proposed program at Frostburg is designed to serve primarily a mature student population employed within the tri-state area who would not be able to attend full-time graduate programs in institutions distant from Western Maryland. 5. Frostburg State estimates the potential enrollment for the program to be 31 students the first year increasing to a total enrollment of 57 by the fifth year the program is in effect. 6. The planned renovations to Gunter Hall to accommodate the needs of the Psychology Department will provide the necessary facilities to fully implement the proposed program. 7. The college is seeking one additional full-time graduate faculty position in the Guidance and Counseling area (full professor with a joint appointment in the Department of Psychology and the Department of Education.) 8. Additional library accessions will be required to fully support the new program. In the interim, full advantage will be taken to utilize the holdings of the Enoch Pratt/McKeldin Library in Baltimore by means of the Inter-Library Loan System. 9. Current programs in Maryland that are similar: Towson, University of Baltimore, University of Maryland, Loyola College. 10. The SBHE Desegregation Impact Statement accompanied the original proposal.

PROPOSED PROGRAMS FOR JANUARY 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	IT IS RECOMMENDED:	BRIEF SUMMARY OF KEY FACTORS IN ANALYSIS
Salisbury State College Leisure Studies B. A. Recommended by Board of Trustees of the Maryland State Universities and Colleges, July 1976.	That the Maryland State Board for Higher Education approve the B. A. program in Leisure Studies at Salisbury State College, to be implemented in January, 1977.	1. The college proposes a multi-disciplinary degree program involving ten departments and/or concentrations under a Department of Leisure Studies. 2. The curriculum consists of a core of leisure study courses, minors or sub-specializations in at least two other disciplines, and a practical field work semester with on-site seminars. 3. The curriculum is based on a recognition of the present social evolution and should contribute effectively to social needs. 4. Leisure as a major field of study now includes outdoor education and recreation programs, environment perception, creative and artistic modalities, therapeutic and geriatric efforts, programming for special populations, etc. 5. Four major occuptional groups are identified in the leisure career field: recreation services, recreation resources, tourism, and amusement and entertainment. 6. Cooperating efforts and resources will come from the following Departments: Art, Business Administration, Communication Arts, Education, Geography and Planning, Music, Philosophy, Physical Education, Political Science, Psycology and Sociology. 7. The occupational outlook for graduates in this field are expected to be excellent. 8. No new facilities are necessary to implement this program. One new faculty position is anticipated during the third year and two additional positions are anticipated during the fifth year of the program. 9. Similar programs in Maryland are at: Frostburg, University of Baltimore, University of Md. - College Park, and Hood College. 10. The SBHE Desegregation Impact Statement accompanied the original proposal.

PROPOSED PROGRAMS FOR JANUARY 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	IT IS RECOMMENDED:	BRIEF SUMMARY OF KEY FACTORS IN ANALYSIS
niversity of Maryland -College Park and altimore County ampuses	That the Maryland State Board for Higher Ecucation approve the Ph.D. program in Policy Studies at the University of Maryland - College Park and Baltimore County Campuses to be implemented in January, 1977.	1) The Ph.D. program proposal in Policy Studies is cross-disciplinary in basic structure. The program is based on the co-operative association of the UMCF and UMBC campuses. 2) The University of Maryland - Baltimore County initiated a masters program in this field in September, 1974. 3) Each curriculum reflects the strengths of its particular campus by building around a core of courses distinctively designed to utilize the different experience and skills of participating faculty with regard to policy studies. A. At UMCP the program offers a curriculum built upon established strengths in the area of policy studies, particularly in the Economics and Government and Politics Departments. This curriculum develops an intellectual framework related to political-economic theory of public choice, and to skills in economic analysis and policy evaluation. B. At UMBC the program base is somewhat broader, examining the stages of policy process and methods of quantitiative policy analysis from a core interdisciplinary perspective which incorporates contributions from Sociology as well as Economics and Political Science. 4) Students may supplement elective choices by pursuing approved electives at other campuses, as well as between the two main program centers. This provides a degree of flexibility for students, allowing for individualization of program without duplication of courses among the campuses. 5) The instructional objectives of the program are: a) to produce public affairs specialists capable of formulating policy alternatives for the consideration of elected and appointed officials and to assist in the implementation of their choices; and b) to provide students in many of the post-graduate professional schools, colleges, and programs and in the disciplinary graduate programs with sufficient understanding to relate their research and teaching skills to public affairs.
olicy Studies		
Ph.D.		
pproved by Board f Regents, March, 976.		

PROPOSED PROGRAMS FOR JANUARY 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	IT IS RECOMMENDED:	BRIEF SUMMARY OF KEY FACTORS IN ANALYSIS
Approved by Board of Regents, March, 1976.		6) Major sources of students are: recent graduates from leading public and private universities; administrative offices and agencies of the State of Maryland; Federal Government offices and agencies desiring to enhance the value of promising young officials; and private firms specializing in contract research and larger corporations with strong training programs. 7) The University of Maryland describes the prospects of employment for graduates from the Policy Studies program as bright Please see the attached article from the Chronicle of Higher Education, July 26, 1976. 8) No additional faculty resources will be needed at UMCP. At UMBC one-half position per year for the first three years is planned. 9) The library holdings supporting this program are excelle 10) The program does not duplicate existing programs in Maryland. 11) The SBHE Desegregation Impact Statement accompanied the original proposal.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
COMMUNITY COLLEGE OF BALTIMORE (LIBERTY) Occupational Health Nursing Certificate Approved by institution: November, 1976 Endorsed by Segment Board: January 13, 1977	The Program Review Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program.	1. Occupational Health Nursing is a certificate program designed to assist the registered nurse in adapting basic nursing skills to the needs of industry and related occupational settings. 2. The goals of this branch of nursing are to conserve, promote and restore optimum employee health. 3. Instruction is provided which will develop competencies in those areas deemed essential to this program; e.g. health evaluation and maintenance; occupational safety; detection and prevention of potential health hazards; emergency care; health counseling and education; recognition of environmental pollution; administration, record keeping and reports. 4. The program will initially be offered through the Division of Continuing Education to students attending on a part-time basis, taking one course at a time. 5. The program is designed for those already employed. 6. The college estimated that student enrollments (all part-time) will be: 36 (first year), 48 (second), 54 (third), 60 (fourth), and 60 (fifth). 7. Examples of job titles are: Occupational Nurse, Industrial Nurse, Plant Nurse, and Employee Health Nurse. 8. No similar programs exist in Maryland. The program is unique. 9. No new facilities will be required. The only new equipment necessary will be audiometers and a portable soundproof testing booth. 10. Additional faculty is estimated to be: .2 (first year), .3 (second), .4 (third), .4 (fourth), and .5 (fifth).

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
CATONSVILLE COMMUNITY COLLEGE T.V. Station Operation and Maintenance Technology A.A. Degree and Certificate Approved by institution: November, 1976 Endorsed by Segment Board: January 13, 1977	The Program Review Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program.	1. This curriculum is designed primarily to prepare the student as a CATV broadcast technician in the basic phases of broadcast operations, and other broadcast areas. 2. Students will learn cable T.V. terms and obtain practical experience in the operation, adjustment and maintenance of broadcast equipment. They will gain experience by working in up-to-date facilities and equipment in the studio and control rooms. The student also obtains experience in broadcasting, CATV, and mass communications through formal courses and practical work. 3. Graduates of this program will be eligible to take the FCC First Class Radio Telephone Operator's license. 4. The College estimates that 230 employment opportunities will be available in Maryland in 1977. Local employment opportunities are estimated to be 20 in 1977, 25 in 1979, and 75 in 1982. 5. The curriculum for the A.A. degree totals 63 semester hours, for the Certificate program 44 semester hours. 6. Student interest, in FTE's, is estimated to be 20 (first year), 30 (second) 40 (third), 50 (fourth), and 53 (fifth). 7. Examples of job titles are: Bench Testers, Head-in Operators, CATV Technician, Line Repairmen and Installers, and Studio Operators. 8. Although Electronics Technology programs exist in eight Community Colleges including Catonsville - none have an option for Cable TV equipment maintenance. The proposed program is unique in Maryland. 9. Calvert Telecommunications Corporation has promised to loan or give Catonsville Community College equipment necessary to start the program. The corporation will equip their own studio on campus without cost to the college. 10. Additional new faculty is estimated to be .25 (first year), .5 (second), .75 (third), 1.0 (fourth), and 1.0 (fifth).

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
CHARLES COUNTY COMMUNITY COLLEGE Nursing (Registered) A.A. Degree Approved by institution: November, 1976 Endorsed by Segment Board: January 13, 1977	The Program Review Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program.	1. This proposed associate degree Registered Nursing Program is a natural outgrowth of the existing Practical Nursing certificate curriculum existing at the College. Combined, they allow for career growth and additional flexibility. 2. The program is designed to prepare graduates to render direct patient car as beginning practitioners of nursing in a variety of health service facilities. This is accomplished through General Education Courses, nursing courses and clinical experience in various community health care agencies. 3. Graduates of this curriculum will be eligible to sit for the Maryland State Board Test Pool Examination. A passing score on all parts of the examination results in qualifying for licensure in Maryland as a registered nurse. 4. The proposed program at Charles County Community College would serve the needs of Charles, Calvert and St. Mary's Counties. 5. Student interest (all full-time) is estimated to be: 25 (first year), 30 (second), 35 (third), 35 (fourth), and 35 (fifth). 6. The college estimates Tri-County area employment opportunities to be 26 (first year), 52 (second), 58 (third), 65 (fourth), and 71 (fifth). 7. Similar programs presently exist at: Allegany, Anne Arundel, Catonsville. CCB, Essex, Frederick, Hagerstown, Harford, Howard, Montgomery - Takoma Park, and Prince George's. 8. No new facilities or additional equipment will be necessary to implement this program. 9. The college estimates that two additional faculty positions will have to be added in each of the first two years of operation.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
CHARLES COUNTY COMMUNITY COLLEGE Recreation Leadership Certificate Approved by institution: October, 1976 Endorsed by Segment Board: January 13, 1977	The Program Review Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program.	1. The Recreation Leadership program is specifically designed to prepare the student for immediate employment in the recreation field. 2. The student will be required to participate in the college Summer Youth Program to enable participant to gain experience in working with children aged 6-16. Two credits of college work will be made available for this project. A minimum of 50 contact hours will be required under faculty supervision to earn those credits. 3. Career opportunities would exist in agencies such as the YMCA, YWCA, Scouting, Camp Counseling units, religious organizations, country clubs, industrial firms, and government sponsored organizations such as parks and Peace Corps. 4. The curriculum for this Certificate program totals 27 semester hours. 5. The college estimates student enrollment will be 15 full-time and 12 part-time students during each year of the first five years of the program. 6. Local employment opportunities are projected to be 13 (first year), 15 (second), 15 (third), 20 (fourth), and 20 (fifth). 7. Examples of job titles are Assistant Park Manager and Assistant Center Leader. 8. The only similar Certificate program in Maryland is at Frederick Community College. Seven Community Colleges have A.A. degree programs in Recreation Leadership. 9. No new facilities will be needed for this program. Existing faculty, staff and equipment will be used.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
GARRETT COMMUNITY COLLEGE Veterinary Science Technology A.A. Degree and Certificate Approved by institution: November, 1976 Endorsed by Segment Board: January 13, 1977	The Program Review Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program.	1. The Veterinary Science Technology program prepares the student for employment in animal health facilities and related fields. Training is provided in the practical application of the principles, concepts, and laws of Chemistry and the Biological Sciences as they relate to basic animal health. 2. The student will acquire a thorough understanding of materials, processes, laboratory procedures, equipment, and techniques commonly used in animal care. 3. He/she will acquire experience and put to practice the skills and knowledge acquired in previous courses under the supervision of a veterinarian in the local animal hospital. 4. This program was designed to meet job opportunity needs in Garrett County and surrounding areas such as Allegany County, Maryland, and adjacent counties in West Virginia and Pennsylvania. 5. In a rural area, such as Garrett County, agriculture is still a sizable industry and the services to this industry are even larger. 6. The A.A. degree curriculum consists of 64 semester hours; the Certificate program requires 31 semester hours. 7. Student enrollments (in FTE's) are projected to be: 33 (first year), 45 (second), 47 (third and fourth), and 58 (fifth). Many of the prospective students have had informal training in animal care, either through 4-H, Future Farmers of America and/or by being reared on a farm but lack the formal training necessary for employment relative to veterinary science. 8. Local employment opportunities are estimated to be: 5 (first year), 8 (second), 10 (third), 15 (fourth), and 20 (fifth). 9. Examples of job titles are: Animal Laboratory Technician, Veterinary Technician, Animal Health Technician, Health Technician, Meat and Food Inspection Officer, Animal Welfare Officer, Food and Milk Sanitation Officer, and Research Technician.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
GARRETT COMMUNITY COLLEGE (cont.)		10. Only Essex Community College has an Animal Science program in Maryland. The program at Garrett Community College is intended to be a regional program. 11. The staff of the local animal hospital has worked closely with the College in outlining the proposed program and has agreed to offer the hospital facilitites as a teaching laboratory for the professional courses. 12. No new facilities will be needed. Some equipment will have to be purchased (using Appalachia Regional Commission funds). 13. The college estimates that 1.5 faculty positions will have to be added the first year, 1.5 the second year and .5 position during the third year.

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
HARFORD COMMUNITY COLLEGE Engineering Technology A.A. degree Approved by institution: November, 1976 Endorsed by Segment Board: January 13, 1977	The Program Review Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program.	1. This program is designed to provide persons with the skills that will qualify them as engineering technicians in a variety of fields. 2. Engineering Technicians provide the link between the engineer who designs a product and the craftsman who produces it. They must possess sufficient engineering knowledge to understand the engineer's work, but must also possess manual skills to perform engineering maintenance functions. 3. The student will gain an understanding of the principles of electronic circuits, understand the various types of electronic measuring and testing instruments needed to trouble-shoot these circuits, and develop the ability to apply the principles of mechanics in relationship to materials and their motion. 4. Opportunities for employment for technicians are expected to be excellent throughout the 1980's. On the local level the college identified these employment opportunities: 11 (first year), 14 (second and third), 18 (fourth), and 20 (fifth). 5. The college estimates that student enrollment in FTE's will be: 15 (first year), 19 (second), 22 (third), and 25 (fourth and fifth years). 6. Examples of job titles are: Chemical Technician, Computer Technician, Draftsman, Industrial Technician, Electrical Equipment Technician, Mechanical Technician, and Electromechanical Technician. 7. Similar programs exist at Charles County, Essex, Montgomery (Rockville), and Prince George's Community College. 8. The proposed program requires no new facilities or equipment. Only .5 new faculty position is projected for the third year of operation.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

STITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
ARFORD COMMUNITY COLLEGE Insurance A.A. Degree and Certificate Approved by institution: November, 1976 Endorsed by Segment Board: January 13, 1977	The Program Review Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program.	1. Objectives of the program are: a. to develop student understanding of the insurance industry as an economic and business institution, as well as general knowledge of the various forms of insurance and their purposes; b. to develop basic self-awareness, consumer sensitivity and competencies essential to an effective career in selling; c. to understand the fundamental concepts operating in the legal arena in which general business transactions and insurance contracts function. 2. The Insurance degree and certificate programs are designed to prepare the student for the Maryland Insurance Licensing examination in Life and Health Insurance and Property and Casualty Insurance. 3. Over 30% of insurance personnel work in sales. The U.S. Bureau of Labor Statistics reports that employment opportunities for Insurance agents are expected to increase moderately through 1985. 4. The A.A. degree requires 62-63 semester hours; the certificate requires 15 semester hours. 5. The college estimates that FTE student enrollment will be 15 (first year) 21 (second), 22 (third), 27 (fourth) and 32 (fifth). 6. Local employment opportunities are projected to be: 19 positions (first year), 20 (second and third), 21 (fourth) and 27 (fifth). 7. Insurance Agent, Insurance Broker, Claim Adjuster, and Claim Examiner are job titles related to this program. 8. This proposed program in Insurance serves as a unique community college curriculum. It is well attuned to a county which has become a major national life and casualty insurance center. 9. No new facilities or equipment will be needed for this program. 10. The college estimates that .5 faculty position will be added in the first Academic year, 1 position in the fourth and 1 in the fifth year of the program.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
PRINCE GEORGE'S COMMUNITY COLLEGE Automotive Technology A.A. Degree Approved by institution: April, 1976 Endorsed by Segment Board: January 13, 1977	The Program Review Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program.	1. This program is an option of an existing Engineering Technology program. 2. Objectives of this program are to develop skills in: a. Diagnosing and trouble shooting malfunctioning automobile systems and components. b. New vehicle pre-delivery inspection, accessory installation and routine maintenance. c. Assembly and disassembly of automobile components. d. Using hand and machine tools. This is to be achieved in four concentrated automotive technology laboratory courses at local certified automobile dealerships, totaling 30 semester hours in addition to the related and general education course requirements to be offered by the college. 3. Students enrolled in the Automotive Technology Curriculum must be registered as apprentices in Automotive Technology with the Maryland State Apprenticeship Council and employed by certified automobile dealerships with an approved Automotive Technology Apprenticeship Program To become certified as an Automotive Technologist by the State Apprenticeship Council, the apprentice must have completed the Automotive Technology curriculum embracing 4,000 hours of automotive techniques instruction, plus 2,000 additional hours of supervised automotive practicum. 4. This proposed program represents a new departure for community college programs in the automotive area. The program in conjunction with the National Association of Automobile Dealers is fully apprenticable and is recognized by the Maryland Apprenticeship and Training Council. This is the most ambitious apprenticeship program entered into by any community college. 5. The number of FTE students admitted into this program will be approximate 15 (first year), 30 (second), 15 (third), 30 (fourth), and 15 (fifth). 6. Local employment opportunities are projected to be 70 (first year), 71 (second), 72 (third and fourth) and 73 (fifth). 7. Examples of job titles are: Automotive Technician, Automotive Technologist, Motor Vehicle Technician, Auto Tester, Auto Manufacturer Technicia Automotive Technician Service Manager.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
PRINCE GEORGE'S COMMUNITY COLLEGE (cont.)		8. Allegany, Baltimore Harbor Campus of CCB and Harford Community College have programs in Automotive Technology or Engineering but none have a program for apprentices similar to that proposed at Prince George's Community College. 9. No additional facilities or equipment purchased as capital budget items are required for this program. 10. The college estimates that 2 part-time instructors will have to be hired during each of the first five years of operation.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
WOR-WIC TECH COMMUNITY COLLEGE Automotive Technology Certificate Approved by institution: November, 1976 Endorsed by Segment Board: January 13, 1977	The Program Review Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program.	1. This program is designed to provide entry level and upgrading training f individuals in servicing automobiles and light trucks. 2. Objectives of the programs are: a. to provide the necessary skills to enter an occupation in automotive mechanics; b. to assist the student in developing the ability to test, diagnose, adjust and repair all components to insure proper operation of the automobile. 3. Work experience would be provided by cooperative arrangement with automotive businesses in Worcester and Wicomico Counties. A part-time coordinator will be employed to make these arrangements. 4. The total number of required credit hours for this certificate program are 38. 5. Student interest in FTE enrollments are estimated to be 24 during each of the first five years of the program. 6. The number of new and replacement job openings in this field in Maryland are projected to be 909 in 1977, and 1,220 in 1981. Local additional employee predictions are 21 (first year), 20 (second) and 16 (third). 7. Examples of job titles are: Mechanics, Mechanics Helpers, Exhaust System Installer, Alignment Mechanic, Brake System Mechanic, Auto Ignition System Mechanic, Service Station Assistant, Basic Engine Mechanic, Carburetor Mechanic, Wheel & Bearing Mechanic, Transmission Mechanic, Auto Accessories Mechanic, Automotive Service Technician, and Tune-up Technician. 8. Similar programs at present in Maryland are at Allegany, CCB and Harfor 9. The purchase of auto shop equipment is necessary to implement the progr 10. The college estimates that one new faculty position will have to be add during each of the first five years of the program.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
WOR-WIC TECH COMMUNITY COLLEGE Carpentry Certificate Approved by institution: November, 1976 Endorsed by Segment Board: January 13, 1977	The Program Review Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program.	1. This program is designed to prepare individuals for entry-level employmen in carpentry. 2. Classroom, shop, and on-the-job experiences will develop the student's understanding of the basic construction operations. Students will: 1) have a working knowledge in the areas of interpreting building plans, footing construction, site layout and grading 2) be familiarized with the plumbing, electrical, mechanical and masonry trades and how the functions of these trades interrelate with that of a carpenter 3) be able to install rough framing, roofing, insulation, trim, hardware, windows, doors, siding, gutter and downspouts 4) have the skills to prepare a structure for the various required inspections. 3. Work experience will be provided by cooperative arrangement with buildings in Wicomico and Worcester Counties. A part-time coordinator will be employed to make these arrangements. 4. Curriculum requirements for this certificate program total 30 semester hours. 5. Student FTE enrollments are estimated to be 15 (first year), 21 (second), 25 (third), 28 (fourth) and 33 (fifth). 6. The college estimates local new and replacement job openings to be 25 (first year), 30 (second), 35 (third), 40 (fourth) and 45 (fifth). 7. The SBCC staff recommendation reads in part "...the college should watch economic conditions in the area very closely to determine whether the projected surge in the number of housing starts materializes. Therefore the college should take action to terminate or suspend the program temporarily once the demand is satisfied." 8. Similar programs currently exist at Catonsville, Cecil, Chesapeake and Howard Community Colleges. 9. Special new equipment must be purchased to implement this program, e.g. hand tools, scaffold equipment, and portable power tools.

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
WOR-WIC TECH COMMUNITY COLLEGE (cont.)		10. The college estimates that one new faculty position will have to be added during each of the first five years of the program.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
WOR-WIC TECH COMMUNITY COLLEGE Practical Nursing Certificate Approved by institution: November, 1976 Endorsed by Segment Board: January 13, 1977	The Program Review Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program.	1. The Practical Nursing Curriculum is designed as a 12 month career program leading to a certificate in Practical Nursing. 2. The program has been set up as a cooperative arrangement with an existing program. The nursing classes are conducted in Cambridge adjacent to Dorchester General Hospital. A Licensed Practical Nursing Program has been conducted at this site since 1948. The program is approved by the Maryland State Board of Examiners of Nurses. 3. Graduates of the program are prepared to assume responsibility for patient care in general hospitals and similar health facilities and are eligible to write to the State Board Test Pool Examination for licensure as a Licensed Practical Nurse. 4. Special admission requirements apply. Since the practical nursing program is funded by the Comprehensive Employment and Training Act (CETA), applicants will be governed by the law regarding eligibility. The law states that the applicant must meet one of the following "unemployed, underemployed, and-or economically disadvantaged." Eligible applicants will be referred to the school by the Employment Security Administration. The portion of the Balance of State to be served by this program is the upper and lower shore. 5. By state law 50-60% of the program is supervised experience in health agencies. This experience is supervised by school staff. 6. The program currently stipulates full-time students only. Future plans are to provide for part-time students also. 7. Student interest is estimated to be 30 FT students (first year), 30 FTE (second year), and 45 FTE (third, fourth and fifth years). 8. Local employment opportunities are projected to be 30 (first and second years) and 40 (third, fourth and fifth years). 9. Allegany, Charles County and Prince George's Community Colleges have Certificate Nursing Programs. 10. No new facilities, equipment or additional faculty are needed for this program.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
WOR-WIC TECH COMMUNITY COLLEGE Wholesale Distribution A.A. Degree Approved by institution: November, 1976 Endorsed by Segment Board: January 13, 1977	The Program Review Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program.	1. The Wholesaling and Physical Distribution program will provide the student with the skills necessary to obtain entry level positions in this growing industry. Also, program offerings will be beneficial in upgrading the skills of those currently employed in the field. 2. Among the skills students will obtain are knowledge and proficiency in handling, processing, and distributing materials. Students will participate in a program of related field experience, so that they might better relate their classroom instruction to day-to-day functions within the wholesaling field. 3. Work experience will be provided where necessary by cooperative arrangement with businesses dealing in wholesaling throughout Wicomico and Worcester Counties. A part-time co-op coordinator has been employed to make specific arrangements. This position is funded through a DVE grant. 4. Student enrollment in FTE is 12 (first year) and 30 (each year second through fifth years). 5. Local employment opportunities are projected to be 25 new positions during each of the first five years of the program. 6. New and replacement job openings on the State level are estimated to be 320 in 1977, and 396 in 1981. 7. No new facilities or equipment will be needed to implement this program. 8. The college estimates that .2 faculty position will have to be added during the first year of the program and one additional position yearly during the second through fifth years. 9. Catonsville Community College offers a somewhat similar program, but th Wor-Wic Tech Community College program is unique.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
Bowie State College Communication Media B.S./B.A. Degree Approved by Institution: November, 1976 Endorsed by Segment Board: January, 1977	The Program Review Committee recommended on April 25, 1977 that the State Board for Higher Education approve this program.	1. The program has been designed to provide students with intensive training in the origin and development of Communications Media. 2. Students will receive practical training and develop skills in preparation for employment as graphic artists, photographers, photographic technicians, training aide technicians. 3. Employment fields would be advertising, photo-journalism, publications, photography laboratories, broadcasting, and educational media programs. Employers would be governmental agencies, public and private industry, and public schools. 4. An internship-seminar component is built into the senior year curriculum. 5. Members of the Bowie-Industry Cluster, a group of professional business men who work with Bowie State College in Career planning, placement and program development, indicate a great need for media personnel in industry. 6. Student interest in FTE's is estimated to be 12 during the first academic year, 40 in the second, 67 in the third, and 80 each in the fourth and fifth years of the program. This estimate is for majors only, minors are not included. 7. The college will make maximum use of its faculty resources by implementin a cross-staffing approach to instruction. The Departments of Art, Englis Psychology, Social Science, and Speech and Linguistics will share existin faculty. 8. The College estimates that it will have to add one assistant professor during the first year of the program and another assistant professor during the third year. 9. No new facilities or equipment are necessary to implement this program. 10. Additional books and periodicals pertinent to the Communications Media program totaling approximately 200 are on order. 11. Bowie's proposed program is not a duplication of any program offered in Maryland; however, some of the individual courses are equivalent to courses offered elsewhere. In addition to preparation for employment, this program also prepares students for graduate study in the media field

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
Bowie State College Journalism B.S./B.A. Degree Approved by institution November, 1976 Endorsed by Segment Board: January, 1977	The Program Review Committee recommended on April 25, 1977 that the State Board for Higher Education approve this program.	1. This program in Journalism has as its prime objective the training and preparation of students for employment in the varied fields of print journalism, broadcast journalism, photo-journalism and the related fields of advertising, documentary writing, editing, investigative and freelance reporting. 2. The college has identified employment opportunities as existing in a. Government Agencies - Departments, U.S.I.A., Smithsonian Institute, Library of Congress, etc. b. Non Profit Agencies, and c. Private Organizations - newspapers, journals, radio and television stations. 3. Because of the expected favorable employment rate, (according to Occupational Outlook Handbook, 1976-77 Edition, U.S. Department of Labor, Bureau of Labor Statistics) there is every reason to believe that graduates of the program proposed herein will find little difficulty in obtaining employment. Moreover, journalism is an open field for women and other minority groups. 4. An internship-seminar component offers on-the-job training during the senior year. 5. The College is presently offering a minor in Journalism. It is necessary, therefore, to offer 200,300 and 400 level courses during the implementation year of the degree program. 6. FTE estimated enrollments are 10 (first year), 29 (second), 50 (third). and 60 (fourth and fifth years). Minors in Journalism are not included. 7. The College plans to utilize a cross-staffing pattern with the personnel presently available so as to permit the program to be initiated without additional faculty. This new staffing concept assists the college in maximizing its current resources and provides a rich interdisciplinary approach to the study of Journalism. 8. No new facilities or equipment will be needed.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
Coppin State College Adapted Physical Education (Physical Education for the Handicapped and Disabled) B.S. Degree Approved by institution: June, 1976 Endorsed by Segment Board: November, 1976	The Program Review Committee recommended on April 25, 1977 that the State Board for Higher Education approve this program with the following two conditions: 1. The program will be evaluated after two years for academic effectiveness. 2. The college should investigate further and more intensive cooperative efforts with other agencies.	1. Preparing Special Education teachers is one of Coppin's major missions. 2. Objectives of the program are: a. To provide the competencies necessary to teach in the area of Adapted Physical Education, and to provide qualified teachers for public and private schools. b. To train individuals to serve in the role of activity specialists in hospitals, institutions and camps for disabled and handicapped persons. c. To provide the competencies for the experienced teacher who, through exposure to the special populations of the schools, has the desire to gain the competencies in this area. d. To re-cycle the experienced physical education teacher for the purpose of providing more adequate programs within their present special teaching situation.. 3. The course offerings begin on the sophomore level and continue through the junior and senior years. A minimum of 30 semester hours of credit in physical education content is required to complete the major. 4. Majors in other fields may elect Adapted Physical Education as a minor. 5. Physical education for the disabled and handicapped is an opening area for the physical educator and the demand for qualified personnel is increasing each year. Federal and State laws exist which state that education and physical education should be provided irrespective of the students' handicapping condition. 6. As the program becomes firmly established, classloads will be affected in such related areas as the natural sciences, sociology, psychology, special education and general education. 7. Anticipated student enrollment in FTE's is 40 during the first year, 60 in the second, 80 third, 100 fourth and 150 in the fifth year. 8. Additional faculty has been determined to be one associate professor and one instructor in 1977-1978, one instructor in 1979-1980, and one assistant professor in 1981-1982. The faculty members of the Department of Special Education will be totally involved in this new program, providing their expertise and team teaching many of the specialized courses. 9. The Adapted Physical Education Program can be introduced on a limited basis and continued growth of the program, as envisioned, will be restricted due to the lack of on-campus special areas needed for the program. 10. This proposed program is unique in Maryland. At present only the University of Wisconsin at La Crosse has a similar undergraduate program

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
Coppin State College Adult and Continuing Education M.S. Degree Approved by institution: March, 1976 Endorsed by Segment Board: November, 1976	The Program Review Committee recommended on December 30, 1976 that the State Board for Higher Education approve this program.	1. This proposed program has been designed to develop and strenghten the liberal and specialized education of administrators, counselors, teachers, and other constituents of adult education and training programs as well as to increase the competence of professional workers in the field. 2. It is anticipated that degree candidates will develop competencies in one or more of the following six areas of specialization (Administration an Supervision, Urban Recreation, Special Education, Gerontology, Rehabilitati Counseling, and Guidance and Counseling Education for Special Adult Populations). 3. Coppin State and the University of Baltimore have entered into a cooperative agreement whereby students at Coppin State who wish to specializ in Urban Recreation would pursue their academic program at the University of Baltimore. Similarly, students at the University of Baltimore who wish to specialize in areas other than Urban Recreation (areas of specialization listed above) would pursue their academic program at Coppin State. 4. Viewed in the context of growth, educational activities for adults are expanding at an unprecedented rate. In fact, adult and continuing educatio is considered to be the most rapidly expanding sector in American Education. 5. Services of adult educators are now increasingly in demand by organizations such as federal and government agencies, human development an resource centers, community clinics, general and mental hospitals, business and industry as well as colleges and universities. 6. Estimated enrollments (in FTE's) are: First AY 25 Fourth 62.5 Second 37.5 Fifth 75 Third 50 7. The program will be offered in the Evening Division of the Graduate School -- and students will be able to matriculate on both a part-time as well as full-time basis. 8. No additional facilities will be needed. 9. Additional faculty have been determined by the institution to be one professor and two associate professors in Academic Year 1977-1978, one assistant professor in 1978-1979 and one assistant professor in 1980-1981. 10. Additional library accessions will be required to support the new program. It is anticipated that these will be phased in as dictated by the introduction of new courses and the evaluation of needs by appropriate faculty engaged in the program. 11. The University of Maryland has a program in Higher Education but the objectives of Coppin's proposed program make it unique.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
Coppin State College Applied Psychology B.A./B.S. Degree Approved by institution: June, 1976 Endorsed by Segment Board: November, 1976	The Program Review Committee recommended on December 30, 1976 that the State Board for Higher Education approve this program.	1. This proposed program in Applied Psychology has been designed to provide students with a number of options leading towards career employment upon graduation as well as providing them the necessary undergraduate competence to pursue graduate studies in the social and behavorial sciences. 2. The program enables the student to pursue three options: (1) alcoholism counseling, (2) psychological services, and (3) for the teacher, a field of concentration in psychological services. 3. The major thrust at the beginning of the program will be in Alcoholism Counseling. 4. Since alcoholism is a growing problem and professional personnel in the field are needed, Coppin State College is in a unique position to develop a knowledge base and expertise on alcoholism in the urban sector. 5. The emphasis in the psychological services option will be a career oriented preparation. The student prepared by this option will be able to gain employment in one of many city, state or federal government agencies such as Urban Services Department, Department of Housing and Community Development, Department of Health and Mental Hygiene, Social Security Administration, Correctional Administration, and the Human Resources Department. 6. Estimated enrollments in FTE are: First AY - 100 Fourth AY - 225 Second AY - 100 Fifth AY - 250 Third AY - 200 7. No new faculty will be required until the fourth year of the program at which time one instructor should be added. 8. The college indicates that facilities will be adequate to sustain the program. 9. The cost of the library accessions and other budgetary requirements to maintain the program are minimal. 10. There are no known existing programs of a similar nature on the undergraduate level at any private or public institution in Maryland. According to Mr. Ludwig Lankford, Director of Maryland Institute of Alcohol Studies, Department of Health and Mental Hygiene, Baltimore, Maryland, Coppin would be the first institution on the entire east coast of the Country to offer a four year program in Alcoholism Counseling.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
Coppin State College Management Science B.A./B.S. Degree Approved by institution: May, 1976 Endorsed by Segment Board: November, 1976	The Program Review Committee recommended on December 30, 1976 that this program be deferred one month until additional information can be obtained. The Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program.	1. The primary objective of this proposed program is to prepare students for professional careers in management in both the public and private sectors as well as providing them with an undergraduate competence to pursue various interests in graduate and professional schools in related and allied fields. 2. The proposed program for Coppin State will be different from any offere by neighboring undergraduate colleges. The program will emphasize Management and interdisciplinary aspects of the curriculum, thereby calling it Management Science rather than Business Administration. 3. A number of courses in the areas of economics, sociology, psychology, political science, etc. can be offered to strengthen the Management Science course sequence. 4. The academic requirements for the program include successful completion of 128 semester hours of undergraduate study (43-44 of general education courses, 30 of management science "core" courses, 6 of management science elective courses, and 48-49 of general elective courses). 5. Liaison with representative members of government as well as the private and public sectors in Greater Baltimore to establish internships and field projects is now in progress. 6. Estimated student enrollment in FTE's is: First AY - 115 Fourth AY - 330 Second AY - 200 Fifth AY - 360 Third AY - 240 7. The college has indicated that no additional classroom facilities will be needed beyond the planned expansion which is currently underway at Coppin State. Completion is scheduled for February, 1977. 8. Additional faculty required to support the program have been determined by the college to be one assistant professor in Academic Year 77-78, one professor and one assistant professor in 78-79, one associate professor in 79-80, one associate professor in 80-81, and one instructor in 81-82 (a total requirement for six additional faculty over the five-year span). 9. Additional library acquisitions (books and periodicals) will be phased into the library holdings as new courses are planned and developed. The college indicates that auxiliary equipment (tape recorders, visual aids, etc.) currently on hand will suffice to support the initial phases of the program. 10. The program in Management Science is unique on the undergraduate level in Maryland.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE

Towson State University

Instructional Technology

B.S. Degree

Approved by institution: July, 1976

Endorsed by Segment Board: November, 1976

RECOMMENDATION

The Program Review Committee recommended on December 30, 1976 that the State Board for Higher Education approve this program.

SUMMARY OF KEY FACTORS IN ANALYSIS

1. The Maryland State Department of Education has developed new certification standards for media personnel in the schools of the state. These new regulations reflect a change from the traditional library to the media center.

2. Because the proposed major is tailored to meet the new certification for Media Associate, drawing heavily upon the regulations, the student will have:

   a. A sound liberal arts and science education.
   b. Introductory knowledge of educational systems.
   c. Introductory knowledge of media and information systems.

3. Required courses in psychology, education, and instructional technology total 49 credits.

4. The student demand for the major is predicted by the need for media personnel in the schools of the State. At least one professional media person is employed in each public or private school. Even with minimal attrition, the job market is considerable.

5. Projected enrollments are:

	Full-Time	Part-Time
First year	20	3
Second year	45	9
Third year	70	15
Fourth year	85	20
Fifth year	100	25

6. The present faculty is sufficient to implement the proposed program; no additional space or facilities will be required.

7. The Library holdings are adequate for the undergraduate program as they now serve the graduate program.

8. Presently only the University of Maryland-College Park has a program which would meet certification regulations.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
University of Baltimore Business Studies M.S. Degree Approved by institution: May, 1976 Endorsed by Segment Board: November, 1976	The Program Review Committee recommended on December 30, 1976 that the State Board for Higher Education approve this program.	1. This program was developed to round out and complement business and business-related graduate programs at the University of Baltimore. 2. Presently the University of Baltimore offers M.S. degrees in Accounting, Economics and Taxation, also the M.B.A. 3. The purpose of the program is to serve two major areas of need for adult students employed on a full-time basis in business or in government: for the generalist, a multi-disciplinary background; for the specialist, a competence proceeding from a concentration in a specific business discipline. 4. This M.S. in Business Studies may eventually incorporate seven areas of specialization: Computer Science, Finance, International Business, Labor and Industrial Relations, Marketing, Operations Research, and Organizational Behavior. 5. It is not expected that all seven specialities would be implemented simultaneously. Rather, they would be phased in in conjunction with stude demand and faculty availability. 6. The need for business specialists has been shown. 7. Potential enrollment - all part-time students - is estimated to be 40/80/110/150/170, respectively during the first five academic years. 8. The present physical plant is fully adequate to support the program. 9. No difficulty in sustaining the program from a library standpoint is anticipated. 10. Additional faculty would be needed only to teach those additional courses not offered in other Business GraduaTe Courses. 11. The proposed program with its potential seven options is unique. The University of Maryland at College Park and Johns Hopkins also have M.S. programs in General Business and Commerce.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
UNIVERSITY OF MARYLAND COLLEGE PARK Textiles and Consumer Economics Ph.D. Degree Approved by institution: December, 1976 Approved by the Board of Regents: January 21, 1977	The Program Review Committee recommended on February 17, 1977 that the State Board for Higher Education approve this program	1. The Field of Textiles and Consumer Economics has as its primary objective the welfare of the consumer. 2. (a.) The subject matter of textiles includes the structure and properties of textile materials - fibers, yarns and fabrics -- and their relationship to consumer end use requirements. Product safety, specifically the control of textile flammability has become of increasing concern and has generated a demand for textile specialists with an understanding of textile technology and consumer needs. (b.) Consumer economics focuses on consumer decision-making and the role of the marketplace in meeting consumer needs and preferences. The subject matter includes the economics of consumption, consumer behavior and consumer technology. 3. The objective of the proposed program is to expand and enhance the capacity of the Department of Textiles and Consumer Economics to perform its educational, research and service missions. The program is designed to educate professionals qualified to develop, administer and evaluate consumer programs in both the public and private sectors and to assess the effect of changing economic, social and technological conditions on consumer welfare and the consumer's near environment. 4. The Department of Textiles and Consumer Economics has offered a Master of Science degree for many years. In 1971 the scope and content of the program was revised in order to reflect changes in the body of knowledge and increased concern for consumer welfare at all levels of government. 5. The Department currently has approximately 35 to 40 students enrolled in the M.S. program. It is anticipated that the maximum size of the Department's graduate program will be about 50 students with half of them enrolled in the Ph.D. program. 6. Since the revision of the Master of Science program there has been an increase in both the number and competence of students accepted. Students have obtained positions in business and industry (textile product research) and Government (Federal Trade Commission, Consumer Product Safety Commission, National Bureau of Standards, D.C. Office of Consumer Affairs) and in college teaching. A number of students are working for Ph.D. degrees in other institutions.

PROPOSED PROGRAMS FOR SEPTEMBER 1977 IMPLEMENTATION

INSTITUTION, PROGRAM AND DEGREE	RECOMMENDATION	SUMMARY OF KEY FACTORS IN ANALYSIS
UNIVERSITY OF MARYLAND - COLLEGE PARK (cont.)		7. The College Park Campus offers strong academic programs in major supporting areas such as Chemistry, Chemical Engineering, Economics and Psychology. 8. The Department of Textiles and Consumer Economics will have outstanding teaching and research facilities when renovation of existing facilities and the construction of additional facilities for the College of Human Ecology are completed in Fall 1978. There are also major institutional facilities such as the Computer Science Center, the Graduate Library, the new Environmental Laboratory in Physical Education and the Center on Aging. Finally the location of the College Park Campus in the suburban area of Washington, D.C. will provide graduate students with an unique opportunity to observe and evaluate consumer protection activities at the Federal level. 9. No new faculty will be required. The Department expects to have at least twelve graduate faculty. Several faculty may apply their specialty to either textiles or consumer economics. The existence of mutually reinforcing specialties will provide a critical mass of at least eight faculty in each area. 10. The Department currently offers a graduate program and has increased library acquisitions in textiles and consumer economics since the program was revised in 1971. Thus, the additional demand for library resources should be relatively minor. 11. There are no existing programs similar to the proposed program in the State of Maryland or in the South Atlantic Region (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida). The closest comparable program is at Cornell. 12. Supporting letters from universities, industry and federal agencies total 30.